

**IMPROVING THE SPEAKING SKILL OF THE TENTH GRADE
STUDENTS AT SMA BERBUDI YOGYAKARTA
BY USING VIDEOS IN THE ACADEMIC YEAR OF 2011/2012**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of a
Sarjana Pendidikan Degree of English Education



By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2012**

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IMPROVING THE SPEAKING SKILL OF THE TENTH GRADE STUDENTS AT
SMA BERBUDI YOGYAKARTA BY USING VIDEOS IN THE ACADEMIC
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Juni 2012

Penulis,



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This thesis is dedicated to:

my beloved parents (H. Sri Suwardji & Hj. Sutarmi),
my amazing grandfather (Alm. Kyai Slamet Ahmad Dasuki),
my gorgeous brother (Agus Prawoto, S.H),
my fabulous sister (Retno Martiningsih), and
my dearest one (Silny Nuristiawan).

MOTTOS

Remember one word to make your dreams come true

"PAKSA"

P : Prayer

A : Attitude

K : Knowledge

S : Skill

A : Action

(G. Suharto, M.Pd)

The future belongs to the competent.

It belongs to those who are very, very good at what they do.

It does not belong to the well meaning.

(Brian Tracy)

Unless you're willing to have a go,
fail miserably, and have another go, success won't happen.

(Philip Adams)

The only one where you fail is the last time you try.

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The writer,

Erita Budi Pratiwi

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ABSTRACT

This study was aimed at improving the speaking skill of the tenth grade students at SMA Berbudi, Yogyakarta by using videos.

This study is action research. The research steps are reconnaissance, planning, action and observation, and reflection. The actions consisted of the use of video in the presentation as modeling of the text combining with the use of communicative speaking activities i.e. discussions, games, and role plays. The members of the research were the researcher, the English teacher, and the students of grade X. The validity of the data was obtained by applying the democratic, dialogic, catalytic, process, and outcome validities. The data were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions, interviewing the students, and holding discussions with the English teacher, while the quantitative data were obtained from pre-test, progress-test and post-test. The data were in the form of field notes and interview transcripts, and documentation.

The findings of the study showed that the use of videos combined with the communicative speaking activities was proved to be effective to improve the students' speaking skill. They were fluency, vocabulary, pronunciation and students' confidence. The findings were supported by the means of the students' speaking scores which had improved from 64.60 % in the Pre-test to 72.50 % in the Progress-test and 75.10 % in the Post-test.

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the compulsory subjects in senior high schools. In Indonesian curriculum there are four major skills which have to be taught in the English teaching and learning process. Those are listening, speaking, reading and writing. Learners must learn to listen, speak, read, and write in English and master the four English major skills to achieve the teaching purposes.

One of the language skills that must be mastered by any foreign language learners is the ability to speak or communicate in the target language. Speaking skill is an important skill that they should master when they learn a language. The ability of speaking can measure the success of learning language. Speaking skill should be taught and practiced in the language classroom because the language course truly enables the students to communicate in English. Harmer (2001: 269) states that the ability to speak fluently is not only knowledge of language features, but also the ability to process information and language ‘on the spot’. When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people’s behavior, asking and giving services and others. As stated by Richards and Renandya (2002: 201), speaking is used for many different purposes and each purpose involves

different skills. Therefore, the ability to speak a foreign language is a very complex task.

Teaching speaking is not an easy job. As a matter of fact, the students have many problems dealing with English. The result of teaching speaking in schools is not satisfactory yet. The students' speaking skill is still low. According to Brown (2001: 270) there are some features that make speaking as difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.

The researcher was interested in holding an interview with the students and observed the English teaching and learning process in SMA Berbudi Yogyakarta. She found that from those four basic skills, speaking was the most difficult skill to be mastered by the students. They were able to write, read and listen but if she asked them to speak, the students just kept silent. She also found that there were some other factors that influenced students' learning speaking development. Less motivation of learning English, self confidence, psychological condition, limited support facilities and lack of media became the causal factors.

Based on those conditions, the researcher thought about how to make the class communicative, attractive, contextual, and finally improve their speaking skill. In fact, the use of various media to support the teaching and learning process of speaking are important. One of the media that can be used is video. Teaching speaking through videos can be very useful for the effective and joyful learning. Videos can also give positive effects on the students' interest and motivation in

studying English as well as to increase their speaking skill. By using videos, the students can derive meaningful contexts for language that is being learned. Therefore, the researcher decided to conduct action research to improve the speaking skill of the tenth grade students at SMA Berbudi Yogyakarta by using videos. Then, the researcher, the English teacher and the students worked collaboratively to identify and overcome the existing problems. With the problem being overcome, the students were expected to be able to improve their speaking skill.

B. Identification of the Problem

To identify the problems in the field, the researcher did an observation before doing the research. In the observation, some information about the problems in the speaking English teaching and learning process in the class was obtained. Those existing problems are described as follows.

The first problem is related to the students. In general the students had less motivation in learning English. They did not show the interest to take part in the classroom activities. They were passive in the teaching and learning process. Actually, there were a few of the students who wanted to learn and to practice their English but they were not brave enough to find partners and practice speaking English. This is perhaps related to the fact they have inadequate mastery of vocabularies, grammar, and pronunciation. On the other hand, some of them did not pay attention to the teacher and the lesson whereas students as the main part of the learning process play an important role in maintaining the quality of

interaction in the classroom. Students who give positive responses to the teacher's talks and the classroom activities indicate a good quality of classroom interaction.

The second problem is learning materials. The learning materials which are good for maintaining the classroom interaction should provide opportunities for the teacher and students to interact. However, the students only had a worksheet or LKS, as their main course book from this school. The materials in this book did not provide activities stimulating interaction. Therefore, the teacher must give them communicative and attractive activities to invite their interest.

The third problem is related to the students' speaking achievement. They found it difficult to choose the appropriate expressions in particular conditions and expressing their ideas because of limited vocabularies, missed in pronouncing some words and develop their confidence to speak English.

The last, in the English teaching learning process, media and technique are the factors needed to support the process. Media play an important role in facilitating the teaching learning process. Media can provide students with learning experience. The use of media and good teaching technique in the English teaching and learning process are so helpful that the process can run effectively and efficiently. However, this school has a multimedia class but it is rarely used. From those some problems, the researcher tries to use the multimedia class and provide the students with teaching media in their learning process.

C. Limitation of the Problem

Based on the background and the identification of the problem, the problem of the research is focused on how videos can effectively improve the speaking skill of the tenth grade students at SMA Berbudi.

D. Formulation of the Problem

The problem of this research can be formulated as follow:

How can videos be implemented to improve the speaking skill of the tenth grade students at SMA Berbudi?

E. Objective of the Research

The objective of this research is:

To improve the speaking skill of the tenth grade students at SMA Berbudi by using video.

F. Significance of the Research

This research is expected to give a valuable contribution to the following parties:

- 1) For the students, it would be an effort to improve their speaking skill.
- 2) For the English teachers, it would be an opportunity to improve the quality of teaching speaking by using videos for the students.
- 3) For the school, it would function as the first step to act efforts in improving students' speaking skill.

- 4) For the English Department, the researcher hopes that the result of this research study can be an input of reference.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Teaching Speaking

1. The Nature of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning.

Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007: 237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

In their discussion on the nature of spoken language, Brown and Yule in Nunan (1989: 26) distinguish spoken language from written language. They point out that for most of its history. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs. Brown and Yule in Nunan (1989) also differentiate between two basic language functions, i.e. the transactional and the interactional functions. The former basically concerns the transfer of information. According to Nunan (1989: 32) successful oral communication involves:

- a. the ability to articulate phonological features of the language comprehensibly
- b. mastery of stress, rhythm, intonation patterns
- c. an acceptable degree of fluency
- d. transactional and interpersonal skills
- e. skills in taking short and long speaking turns
- f. skills in the management of interaction
- g. skills in negotiating meaning
- h. conversational listening skills (successful conversations require good listeners as well as good speakers)
- i. skills in knowing about and negotiating purposes for conversations
- j. using appropriate conversational formulae and fillers

Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the

learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

Brown (2001: 271) adds in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole.

Furthermore he mentions micro skills of oral communication:

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.
3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
4. Produce reduced forms if words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to the situation, participants and goals.
13. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15. Use facial features, kinetics, body languages, and other non verbal cues among with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

2. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very

helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as

‘panel speaker’ produce well-rehearsed ‘writing like’ arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d. Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more ‘writing like’. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will

be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

3. Types of Speaking Performances

Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

4. The Nature of Teaching Speaking

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2001: 275-276) states that there are seven principles for designing speaking techniques.

- a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies.

The process of teaching speaking itself can be done in several stages. Scott (1981) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the

objectives is preferable. Another way is using visual aids to attract students' attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like.

The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability.

Then, there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective is the next. In the end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's role in the speaking learning is creating activities in which the students can

practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

5. Teaching Speaking in Senior High School

The subject of this research is the tenth grade students at SMA Berbudi Yogyakarta. Knowing the students' characteristics is the first step that will help the teachers to help them. It will also help the teachers to prepare the students to help themselves. Students should learn the best strategies to improve their own learning. Spratt (2005: 53) states the characteristics of senior high school students: able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life.

Meanwhile, Harmer (2001: 40) states that adult learners are notable for a number of special characteristics:

- a. They can engage with abstract thought.
- b. They have a whole range of life experiences to draw on.
- c. They have expectations about the learning process and may already have their own set patterns of learning.
- d. Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom.
- e. They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.

- f. Unlike young children and teenagers, they often have a clear understanding of why they want to get out of it.

The important thing is teachers have to involve the students in more indirect learning through communicative speaking activities. They also allow them to use their intellects to learn consciously where this is appropriate. They encourage their students to use their own life experience in the learning process too.

As stated in School Based Curriculum, the purpose of the English subject in senior high schools is to develop communicative competence in spoken and written English through the development of related skills. That is why the school graduates are expected to reach the informational level. The learners will be able to support their next study level through the ability of the English communicative competence.

Standard of Competence and Basic Competency which the research focus on are the Standard of Content in the English subject, particularly the English speaking lesson to the tenth grade students of the second semester at SMA Berbudi. It is also limited to the scope of expressing meanings in a transactional and interpersonal dialogue in the context of daily life. The Standard of Competence and the Basic Competency are presented in the table below:

Table 1
The Standard of Competence and the Basic Competency

(Adopted from *BSNP*, 2006)

Standard of Competence	Basic Competency
9. Expressing meaning in a transactional and interpersonal dialogue in the context of daily life.	9.1. Expressing meaning in a transactional (to get things done) and interpersonal (with social contacts) dialogue by using spoken language accurately, fluently, and appropriately in the context of daily life and including expressions of thank, compliment and congratulation.

B. Teaching Media

1. Definition of Media

The meaning of media is often related with means of communication. The term media often refers of any device that brings information from the source of message to the destination. In our daily life, we can see some examples. They are television, radio, book, record, and picture. Media are any devices that assist an instructor to transmit to learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. Roblyer *et al* (2010) states media such as slides and films delivered information in more concrete and therefore more effective ways than lectures and books did.

According to Kamaludin (2009) media is facilities, resources or tools to utter expressions of art, the line form that is used by people to produce message or information. Any components around the students that can convey messages that

motivated the students to learn. Any forms of communication whether printed or audio visual, as well as their instrumentation are a means that transmits message from transmitter to receiver and enables human being to influence other people who do not have contact with him or her immediately.

Media are part of communication. Wherever communication is held, media is always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In the teaching and learning process, media is the way of teacher to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry meaningful learning experiences.

2. Functions of Media in Teaching and Learning Process

The function of using media is meaningful and clear for the students. Teaching and leaning methods are various. The students become more creative to do various activities, for example, creating an interesting learning atmosphere and solving limited space which increase students' motivation. Students develop based on their interest and speed conveying direct interaction with the environment, and having the same experience.

Smaldino *et al* (2007: 12) explains five roles of media in learning as follows:

a. Thematic Instruction

Thematic instruction is known as the teachers' ways on organizing their instructions around topics. Elementary teachers in particular are integrating content and skills from many subjects. At the secondary level, teams of teachers from different content areas are working together to show the overlap of their course content.

These units provide a rich environment of focus within which learning takes place. A good theme must capture and hold students' attention, provide problem solving experiences, support interdisciplinary activities, and include a variety of media and technology.

b. Portfolios

A portfolio is a collection of students' work that illustrates growth over a period of time. Portfolios often include such artifacts as students-produced illustrated books, videos and computer multimedia projects. Students' ability to prepare mediated presentations that summarize their own understandings of thematic topic is central to the schooling experience under the concept of portfolios.

c. Distance Education

A rapidly developing approach to instruction worldwide is known as distance education. The distinguishing characteristic of distance education is the separation of the instructional team and students during learning. As a consequence, the course content must be delivered by instructional media.

Based on the discussion above the media serve many functions in the teaching and learning process. Media are not only able to be the teacher's language but also to help add elements of reality and motivate the students by bringing the slice of real life into the classroom. Besides, media provide clear context, meaning and guidance that can make students enthusiastic in learning English. Therefore, it is clear that media are very useful and really needed for the teaching and learning process.

d. Instructor-directed learning

A common use of media in an instructional situation is for supplemental support of the "live" instructor in the classroom. Certainly, properly designed media can enhance and promote learning and support teacher-based instruction. Advance organized can be effective instruments for ensuring that media play their proper role as supplemental supporters of instructions.

e. Learner-directed learning

Media can also be used effectively in formal education situations where a teacher is not available or is working with other students. Media are often "packaged" for this purpose; objectives are listed, guidance in achieving objectives is given, materials are assembled, and self evaluation guidelines are provided.

Based on the discussion above, it can be concluded that media play an important role in the teaching and learning of English. Media are not only able to be the teacher's language but also to help add elements of reality and motivate the students by bringing the slice of real life into the classroom. Besides, media

provide clear context, meaning and guidance that can make students enthusiastic in learning English. It is clear stated that media are very useful and really needed for the teaching and learning process.

There are various kinds of media that can be used in the teaching and learning process. Teachers should know what kind of media those are appropriate to the students in the teaching and learning process. According to Smaldino *et al* (2007), there are six kinds of media: text, audio, visuals, video, manipulative and people. However, the researcher chooses videos as media in the teaching and learning process. The use of videos in the teaching and learning process can be more communicative than long explanation, or it can supplement the teacher's explanation. Besides, videos can make students motivated and attracted to the teaching and learning process. It will be discussed in details in the following section.

3. Video

a. Characteristics of Video

Richards and Renandya (2002: 364) state that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus to students' attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post viewing activities.

They also add that a video potential in language learning is only achieved when it is used as an integral part of course. When the teachers decide to use video as supplementary materials, they must believe that it is closely related with the goals of the course. One way to do this is to bring in the video to introduce or to expand on a theme or topic that is already part of the curriculum.

According to Solomon (2004: 349), video segments can illustrate an event or a procedure so that students feel as though they are actually there. With the help of some special equipment, videos can easily be inserted into multimedia presentations.

Smaldino *et al* (2007) states video versions of the moving image are recorded on tape or disc, in the forms that vary in size, shape, speed, recording method, and playback mechanism. They also add any electronic media format that employs “motion pictures” to present a message can be referred as video. According to them, a video has the basic characteristic of other motion that is the ability to manipulate temporal and spatial perspective. The ability does not only serve dramatic and creative ends but also has important implications for instructions. It permits the users to increase and decrease the amount of time required to observe an event. Motion media also permit the users to view phenomena in microcosm and macrocosm. That is at extremely close range or from vast distance.

According to Harmer (2001), a video is not only a great aid to see language-in-use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gestures, and other

visual clues, but also uniquely bridge the cross cultural understanding. They will see how typical British ‘body language’ is when inviting someone out or how Americans speak to waiters. He also adds that a video has the power of creation. Students are able to create something memorable and enjoyable when the teacher lets the students use video cameras themselves. Last but not least he mentions that for all of the reasons mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it.

b. The Advantages of using Video in the teaching and Learning Process

The use of videos in the teaching and learning process has the advantages of presenting abstract ideas in realistic concepts which is freely used anytime. Besides, students are able to view a performance over and over again for emulation without any risk (e.g. view directly phenomena of eclipse of the sun, volcanic eruption, etc) or they can observe videos of their own performance or feedback and improvement.

Teachers play a key role in the success or failure of any videos used in the language classroom. It is important for teachers to select the videos, relate the videos to students’ needs, promote active viewing, and integrate the videos with other areas of the language curriculum. Videos have advantages of achieving the important goals of motivating students’ interest, providing realistic listening practice, stimulating language use, and heightening students’ awareness of particular language points or other aspects of communication. They can be

improved or destroyed by the way in which the teachers introduce the video and the activities which the students carry out.

According to Alessi (2001: 538), video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, without showing a video. It is hard to show a student the effects of body language on communication using only graphics or still photographs. The movements of athletes or animals are best captured by video. Video here has also been included for motivational reason.

Harmer (2001: 284) states there are many advantages in using videos in the teaching and learning process:

- a) Seeing language-in-use, students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.
- b) Cross-cultural awareness, which is allowing students a look at situations for beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.
- c) The power of creation, when students use video cameras themselves they are given the potential to create something memorable and enjoyable.
- d) Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

From the explanations above, it is clear that videos have many advantages. Videos can support the teaching learning process. The students can learn language

not only by listening how native speakers pronounce some words but also by observing their facial expressions. They can also learn about culture from other countries what other people in other countries wear, eat, and many more.

c. The Use of Video in the Teaching and Learning Process

According to Paul (2000: 163), the effective use of video requires knowledge and planning. Video sessions can easily become lessons in which teachers switch the video on and themselves off. Instead of being fun and useful, they can be demotivating, frustrating, or boring for the students. Simple switching the video on and letting, or making the students watch and listen is seldom either useful or enjoyable. However, only a little of all the materials available will be suitable for the students and the teaching purposes. Teachers have to select materials with clear objectives, the students' level and interest in mind, and get to know it well before using it. There should be a clear purpose for every video that teachers show, for example, modeling communicative interactions in English, working at language forms, developing listening comprehension, or generating discussion.

He also states that any videos that accompanying course book should be at an appropriate level of difficulty for the students and relevant to the course syllabus. Before using it, teachers have to ask themselves about following questions:

- a) Will the students understand the material?

Well enough, either because they are familiar with the language used or because the visual element makes it fairly clear?

- b) Will the students enjoy the material, because it is interesting, humorous or relevant to their needs?
- c) Do I have some really useful activities with which to exploit the material?
- d) Is there any alternative way of achieving my teaching objectives more effectively or in less time than with video?

Smaldino *et al* (2005: 291) states that teachers can use video to provide baseline knowledge for all students. The packaged media can serve as an alternative to teachers.

- a) Cognitive skills

Students can observe dramatic recreations of historical events and actual recordings of more recent events. Color, sound and motion make personalities come to life.

- b) Demonstrations

Video is great for showing how things work. Demonstrations of motor skills can be more easily seen through media than in real life. If teachers are teaching a step by step process, teachers can show it in real time, sped up to give an overview or slowed down to show specific details.

- c) Virtual Field Trips

Videos can take students to places they might not be able to go other wise. Teachers can take their students to the Amazon rain forest, the Jungles of

New Guinea to observe the behavior of animals in the field. Teacher and the students can go to those places and many others on video.

d) Documentary

Video is the primary medium for documenting actual events and bringing them into classroom.

e) Dramatization

Video has the power to hold the students spellbound as a human drama unfolds before their eyes.

f) Discussion Basics

By viewing a video together, a diverse group of students can build a common base of experience as a catalyst for discussion.

If teachers wish to use video successfully in classes, they need to be aware of a number of potential problems. Harmer (2001: 283) states there are some problems that will occur on using video in the teaching and learning process and what teachers should do to solve those problems.

a) The 'nothing new' syndrome

The use of video is not only switching on the monitor in the classroom and exciting for a television and internet viewing population but also giving them the video materials and the way to exploit it. Teachers have to provide video activities that are unique learning experiences and do not just replicate home television viewing.

b) Poor quality types and disks

Teachers have to judge the quality of video that will be given to the students whether the video is sufficiently good to attract the students' interest. Poorly filmed and woodenly acted material will not engage students who are used to something better.

c) Poor viewing conditions

Teachers have to make sure that the students can see and hear the video. The monitor must be big enough for the students who sit at the back to see the screen clearly. Teachers also need to see if they can dim the ambient light sufficiently for the picture to be clear.

d) Stop and start

Some students become frustrated when teachers constantly stop and start the video, only showing little bits at a time. It can also be extremely irritating if a teacher fails to show the class how the story ends. Sometimes this is done on purpose, that is as a spur to creativity or prediction. At other times, some teachers fail to take students' natural curiosity into account. Teachers have to think by themselves how many stops and starts can cope with and how much they will want to see the end of sequence. The answer will guide the way they use video with others.

e) The length of extracts

Some people think that more than two or three minutes of video sends students to sleep. However, short video sequences of between one and four

minutes can yield a number of exercises, demonstrate satisfying range of language that are easier to manipulate and can be highly motivating.

f) Fingers and thumbs

Students can be irritated by teachers who cannot find what they want or get back to where they have just been on the tape or disk. Teachers themselves become frustrated when the machine does not work the way they want it to.

He adds that teachers can also use a short video extract as one component in a longer lesson sequence, whether to illustrate the topic they are working on, to highlight language points, or to settle a class after a noisy activity.

- a) Topic, teachers will be able to introduce a short two or three minutes video extract into a lesson devoted to a particular topic. If students are working on a reading text about genetically modified food and animals, for example, we might show a quick interview clip with a government minister, or a quick burst of a news bulletin about campaigners against generic modification.
- b) Language, when a class is working on an area of language, whether grammatical, functional, or lexical or a mixture of all three. The lesson can be greatly enhanced by a video extract which shows that language in operation. Therefore, video extracts here can be used to introduce new language,

practice already known items, or analyze the language used in certain typical exchanges and genres.

- c) Relaxation, video can occasionally be used for relaxation. However, teachers play a music video at the end of a long lesson or show a quick bit of video film about a place or a person as a bridge between, for example, a noisy activity and a quiet one.

d. Video Teaching Techniques

The activities that teachers use to exploit video are usually at least as important as the material itself, often more important. Paul (2002: 166) states that there are some techniques in using video in the teaching and learning process.

- a) The most obvious use of video is for listening comprehension.

Show a short section of video, put it on pause, and ask questions about what the people said then show another section. Teachers can also ask questions which are not about the script but about the scene and what is happening.

- b) Ask the students to listen for a specific form of functional expressions, for example, an apology. Write an example of the form of function that teachers want the students to listen for on the board and get them to raise their hands when they hear one. Use the pause button to stop the video after selected forms of functional expressions and ask the students to repeat what the last speaker in the video said. This keeps the students listening attentively and focuses on the forms or expressions that teachers have selected.

- c) Use the pause button to stop just before speaker in the video says something that teachers want to focus on and ask the students to predict what that speaker will say.

Smaldino *et al* (2005: 289) states that there are some criteria which should be noticed by teachers about how to use video.

- a) Sightlines. Check lighting, seating and volume control to be sure that everyone can see and hear the video.
- b) Mental set. Get students mentally prepared by briefly reviewing previous related study and evoking questions about the current topic.
- c) Advance Organizer. List on the chalkboard the main points to be covered in the video.
- d) Vocabulary. Preview any vocabulary.
- e) Short segments. Show only 8 to 12 minutes of video at any one time. Rather than showing a 30 minute video from start to finish, increase viewer learning and retention by using the following technique. Introduce the first segment and show about 10 minutes of the video, stopping at a logical breaking point. Discuss the segment and then introduce the second segment, trying it to the first. Show the second 10 minutes segment and repeat the procedure. Teachers may choose to show only part of a video. Teachers do not have to show it all.
- f) Role model. The most important, get involved in the video. The students watch attentively and respond when the teacher asks for a response.
- g) Follow up. Reinforce the video with meaningful follow up activities.

According to Harmer (2001: 286), there are a number of teaching techniques which can be used in the teaching and learning process.

a) Viewing techniques

The purpose of the designed of the viewing techniques below is to awaken the students' curiosity, through prediction activities. Therefore, when the students finally watch the video sequence in its entirety they will have some expectations about it.

- 1) Fast forward: the teacher presses the 'play' button and then fast forwards the video so that the sequence shoots pass silently and at great speed. It takes only a few seconds. After that, the teacher can ask students what the extract was all about and whether they can guess what the characters are saying.
- 2) Silent viewing (for language): the teacher plays the tape at the normal speed but without the sound. Students have to guess what the characters are saying. When they have done this, the teacher plays the tape with sound so that they can check to see if they guessed correctly.
- 3) Silent viewing (for music): the same technique can be used with music. The teacher shows a sequence without sound and ask students to say what kind of music they would put behind it and why. When the sequence is shown again with sound, students can judge whether they choose the same mood as the director/ composer.
- 4) Freeze frame: at any stage during a video sequence we can 'freeze' the picture, stopping the participants dead in their tracks. This is extremely

useful for asking students what they think will happen next or what the character will say next.

- 5) Partial viewing: one way of provoking the students' curiosity is to allow them only a partial view of the pictures on the screen. The teacher can use pieces of card to cover most of the screen, only leaving the edges on view. The teacher can put little squares of paper all over the screen and remove them one by one so that what is happening is only gradually revealed.

b) Listening (and mixed) techniques

Listening routines, based on the same principles as those for viewing are similarly designed to provoke engagement and expectations.

- 1) Pictureless listening (language): the teacher covers the screen, turns the monitor away from the students, or turns the brightness control right down. The students then listen to a dialogue and have to guess such things as where it is taking place and who the speakers are.
- 2) Pictureless listening (music): where an excerpt has a prominent music tract, students can listen to it and then say based on the mood it appears to convey what kind of scene they think it accompanies and where it is taking place.
- 3) Pictureless listening (sound effects): in a scene without dialogue students can listen to the sounds to guess the scene, for example, they hear the lighting of a gas stove, eggs being broken and fried, coffee being poured and the milk and sugar stirred in. After that, they have to tell the story they think they have just heard.

- 4) Picture or speech: The teacher can divide the class in two so that half of the class faces the screen, and half faces away. The students who can see the screen have to describe what is happening to the students who cannot. This forces them into immediate fluency while the non watching students struggle to understand what is going on, and is an effective way of mixing reception and production in spoken English.

There are many techniques in teaching by using video. Teachers have to select the appropriate technique based on the topic of the materials that will be learnt. The use of variety of techniques in using video is also important. It can help teachers improve their quality of teaching and learning and also help students to minimize their boredom.

e. Types of Video

Harmer (2001: 284) states there are three basic types of video which can readily be used in class.

- a) Off-air programmes : programmes recorded from a television channel should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility too. Apart from overall language level, some off- air video is also extremely difficult for students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The programmes and excerpts are ones which we can use for a range of activities including prediction, cross-cultural awareness, teaching language, or as spurs for the students' own activity.

Teachers have to remember that all television programmes have copyright restrictions which vary from country to country. It is important to know what the law is and realize that breaking it can have serious consequences.

- b) Real-world video: teachers and students should not use separately published videotape material such as feature films, exercise manuals, wildlife documentaries or comedy provided that there are no copyright restrictions for doing this. Once again, teachers need to make their choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi use potential. Teachers need to judge the length of the extract in the same way too.
- c) Language learning videos: it means videos to accompany course books. The advantage is that they have been designed with students at a particular level in mind. Those videos are likely to be comprehensible, designed to appeal to students' topic interests and multi use since they can not only be used for language study but also for a number of other activities as well.

From the explanations above, it is clear that there are many types of video. The video that is appropriate in the teaching and learning process is language learning video. This type of video is designed to accompany course books. Therefore, it is more contextualize and engage students' interest.

C. Conceptual Framework

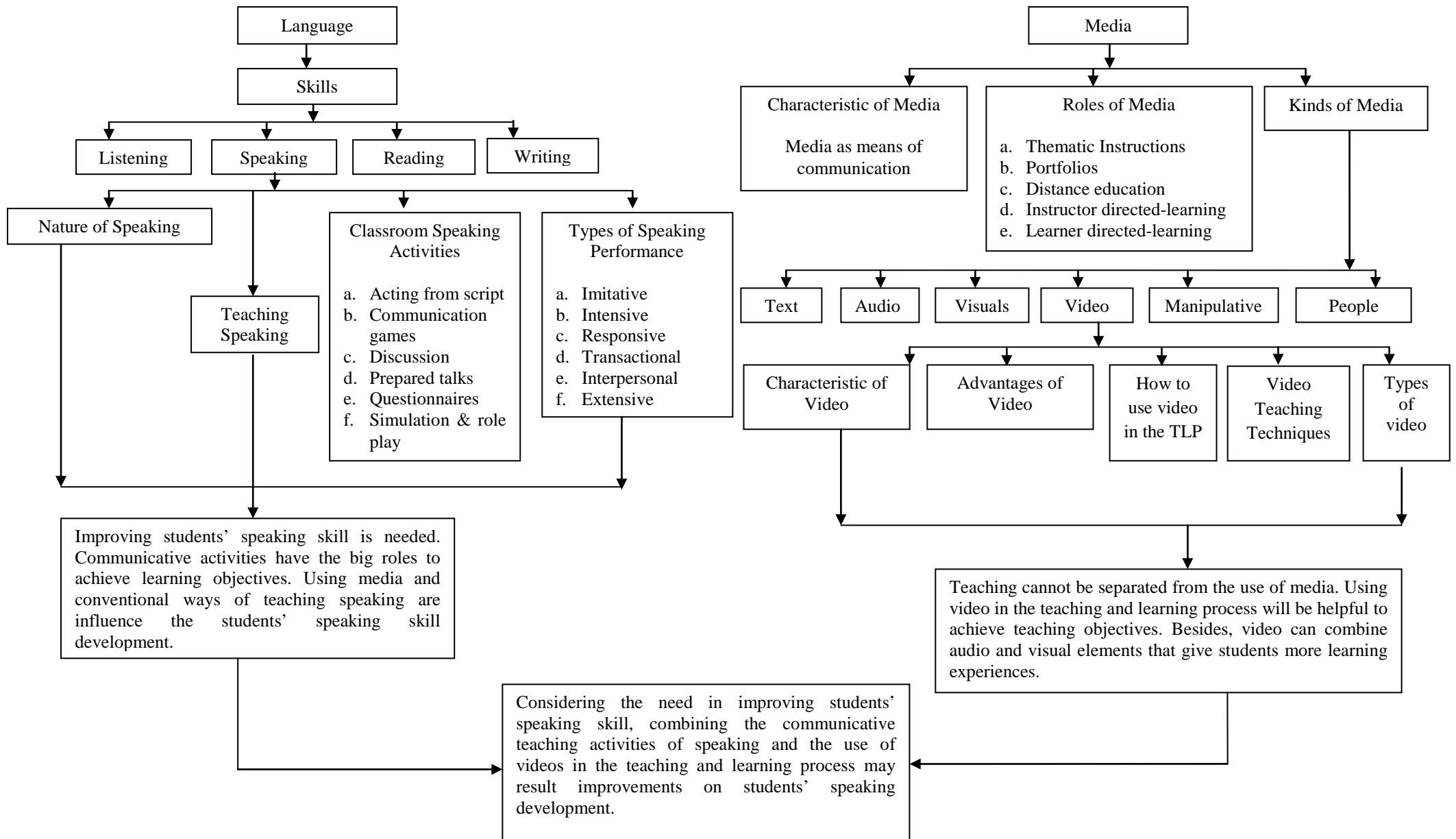
It has been mentioned before that speaking is considered as the most difficult skill to be mastered by the students. In speaking, the students have to

apply their knowledge of the language when they converse with others. However, it becomes a complicated process to the students because they have limited vocabularies and grammar knowledge.

Teaching and learning process cannot be separated from the use of media because media are considered as teacher's language. Media are tools that facilitate the tasks of language learning. One of the media that can be used in the teaching and learning process is video. According to Harmer (2001), videos can help students to see general meanings and moods that are conveyed through expressions, gestures, and other visual clues, and also uniquely bridge the cross culture understanding. It is stated clearly that videos can support the teaching and learning process. Besides, video can combine the audio and visual elements that other media cannot do. Therefore, the students can learn a language by listening how native speakers pronounce some words and also by observing their facial expressions. These advantages can be maximally used in teaching and learning of speaking to improve the students' speaking skill.

Considering the need of improving the students' speaking skill, the researcher finds out that the use of videos in the teaching and learning process can produce any improvements both on the quality and ability of the students speaking skill as shown in the conceptual framework diagram. Therefore, the researcher intends to conduct action research in SMA Berbudi, Yogyakarta. She works collaboratively with the English teacher and the tenth grade students of SMA Berbudi. The collaborative work will be aimed to improve the speaking skill of the tenth grade students at SMA Berbudi Yogyakarta.

Conceptual Framework Diagram



CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research is action research. The objective of the research is to find and implement some actions to improve the students' speaking skill of class X students at SMA Berbudi Yogyakarta. The researcher herself and all of the other research members collaborated and worked together in collecting the obstacles and weaknesses of English speaking teaching and learning process, identifying existing problems, planning, carrying out the actions and evaluating and reflecting the actions which were implemented.

B. Setting of the Research

This research was carried out in SMA Berbudi Yogyakarta. SMA Berbudi is located in Jalan Imogiri No 210, Yogyakarta. This school is near Giwangan bus station. So, the location of this school is very easy to reach by public transportation. Many students go to school by motorcycle. Some others go to school by bus. The school building is still good. It consists of three floors. The first floor consists of five rooms. They are teachers' office, principal's office, administration's office, laboratory, and multimedia class. The second floor consists of teachers' office, counseling and guidance's office, library and classrooms. The third floor consists of a hall and classrooms. There are five classrooms (a classroom in each grade). Besides, the school has a clinic, a

gamelan room, two canteens, a sport field, a mosque, a parking area, and some toilets.

This action research was conducted in the second semester of the academic year of 2011-2012.

C. Subjects of the Study

The subjects of this research are students grade X of SMA Berbudi. There are nine students of this class that consist of three girls and six boys. The research members are the researcher herself, the English teacher, and the students of grade X. The objective of the research was improving the students' speaking skill by using videos through the collaboration among research members in finding the problems and implementing some actions to improve the speaking skill.

D. Instruments of the Study

The research instruments in this research were class observation, questionnaire, interview, and documentation.

E. Data Collection Techniques

To obtain the data, the researcher played a role as the one who implemented the actions. The English teacher played a role as an observer. He observed the English teaching and learning process in the classroom. The researcher also used questionnaire and interview. The forms of data were interview transcripts, field notes, and documentation.

F. Data Analysis Techniques

The researcher analyzed the data of the research while the research was in progress. The data will be qualitative and quantitative. The qualitative data were obtained from the questionnaire and the interview between all research members with the researcher. While the quantitative data were obtained from the students' average scores in the speaking test that include pre-test, progress-test, and post-test.

The qualitative data were obtained from the questionnaire, the interview with the research members about the teaching and learning process of speaking by using video and the classroom observation during the implementation were analyzed qualitatively. According to Miles and Huberman (1994: 10) the qualitative data analysis consists of three activities. They are data reduction, data display and conclusion drawing. In this research, the data reduction was done by selecting the data which were appropriate with the formulation of the problem. Then, in the data display, the data were ordered and described in the form of dialogue and narration. Finally, a conclusion was made based on the data description. The result of this analysis helped in predicting the impact of the action.

Meanwhile, the quantitative data from the speaking test were analyzed by using descriptive statistics. The descriptive statistics was aimed at providing answers about the students' learning improvement before and after applying the video as the teaching media. The statistics used in the computation was the mean

which was the average score attained by the subjects of the research. From the results of the speaking test, the students' progression level was identified.

G. Data Validity

The data of the research were qualitative data in the form of ideas, opinions, obstacles, references, expectations of the research members. These techniques are proposed by Anderson cited in Burns (1999: 161-162) for establishing the validity of data as follows:

- a. Democratic validity, which is related to the extent to which the researcher is truly collaborative. To reach the democratic validity in this research, the English teacher and the students were given chances to give their ideas, suggestions and comments about the implementation of the video in the teaching and learning process of speaking.
- b. Outcome validity, which is related to the notions of actions leading to outcomes that are 'successful' within the research context. In the research, the notions of actions mostly came from the researcher as a part time English teacher. To reach the outcome of validity, she also got some suggestions of implementing the use of videos in the teaching and learning process of speaking from the English teacher.
- c. Process Validity, which raises questions about the process of conducting the research. The process validity has been implemented through the interviews and field notes that are very useful to know the progress of the research. To achieve this validity, the researcher held interviews with the students, teacher,

and principal and wrote field note during the research. The implementation of this validity successfully helped to know the progress of the research and was used to determine the next step in the research.

- d. Catalytic validity, which is related to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes in the teachers' and learners' understanding of their role and actions taken as a result of these changes, or by monitoring other participants' perceptions of the problems in the research setting. This validity was reached by giving a chance to the teacher and students to deepen their understanding on the use of video in the teaching and learning process of speaking through monitoring their roles and discussion.
- e. Dialogic validity, which parallels the processes collaborative enquiry or reflective dialogue with 'critical friends' or the practitioners. The dialogic validity was done by having dialogues with the English teacher and the students to improve the next action. The dialogic validity was used to determine the success and weakness in the action.

To obtain the trustworthiness of the data, the researcher used a triangulation technique in which she gathered the data from several points of views from students, the English teacher and the school principal. The reliability of the data was obtained by providing the genuine data such as the field notes, interview transcript and other records.

H. Research Procedures

To carry out the action research, the researcher used the following action research procedures as suggested by Kemmis and Mc. Taggart (1988) in Burns (2010)

1. Reconnaissance

The researcher did the reconnaissance step to find out information concerning the speaking skill of the students. Based on the observation and interview in the field, the researcher identified the existing problems. Then, she determined the thematic concern.

The students' speaking skill was the main problem encountered in the field. They had no adequate speaking skill. It was related to the other existing problems which were vocabulary knowledge, self confidence and definitely learning motivation. Consequently, if the teacher asked them to speak, they just kept silent. It was also related to other problems such as uninteresting teaching material and ineffective provided media. That is why it needed communicative ways and various media for teaching speaking. SMA Berbudi has high technology facilities such as LCDs, computers, projectors, internet connection, etc that can be used as interactive and communicative media for teaching, especially in teaching and learning process of speaking. Finally, based on the collaborative discussion on those problems, all the research members agreed to solve the existing problems to improve the students' speaking skill by using videos.

2. Planning

The researcher collaborated with the English teacher to plan some actions as efforts to improve the students' speaking performance.

3. Action and Observation

The researcher implemented the actions in the teaching and learning process. During the implementation of the actions, the researcher made notes and records the process of teaching and learning activities and the students' reaction during the activities.

4. Reflection

At the end of each action, the researcher and the research members made a reflection about the problems occurring during the action implementation. The reflection of the actions indicated the effectiveness of the action research. Successful actions were recorded as alternative efforts to improve the quality of students' speaking skill. However, the unsuccessful actions were repeated and changed based on the condition of subject of the research. The research cycle was stopped when the students' speaking skill was regarded to be better.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. The Sharpening of the Problems

To find the field problems of this research, there were some steps to do. The first step was conducting an observation of the English teaching and learning process in class X. In this step, the researcher identified some problems in the teaching and learning process of speaking. The second step was holding interviews with the research members. They were the headmaster, English teacher, and the tenth grade students themselves.

First, the researcher conducted an observation in class X. The observation was conducted when the researcher was teaching in that class. After that, she identified some problems in that field. Before going further to the problems, it was important to view the following facts in the English teaching and learning process of speaking in class X SMA Berbudi, Yogyakarta before the actions were

Observation in the English lesson of class X SMA Berbudi, Yogyakarta (August 10th, 2011)

The teacher greeted the students before the lesson started. “Hi, guys ... How are you this morning? They answered, “Hello, good morning. I’m fine. And you?” The teacher replied, “Fine too, thank you.” Then, she asked “Who is absent today?” They answered, “Nihil miss”. The teacher then led the students by asking some questions related to the topic. The teacher asked, “Are you happy today?” Some of them answered “Yes” and the other “No”. The teacher asked again, “Why?” **Most of them answered it in Indonesian, “Males, miss”, “Ngantuk”, etc and the other just keet silent.** Then, the teacher told the students that they would learn expressions of happiness.

The teacher continued the lesson by giving the input text or dialogue of expressing happiness. Then, she asked two of them to read the dialogue. **However, they tried to refuse it by saying, “Kok saya sih miss? Saya nggak bisa bacanya.” and “saya nggak mau miss. Saya malu.” Finally, they read the dialogue but missed in pronouncing some words.** After that, the teacher gave them some tasks. The first task was identifying the expressions of happiness in the dialogue. Second, the students comprehended the dialogue about. **They almost kept silent** and finally the teacher helped them. **At that time, most students did not give their full attention to the teacher. Some of them chatted with friends and some other seemed sleepy.**

Next, the teacher showed to the students other expressions of happiness. **Most of the students were not paying attention to the teacher.** The teacher pronounced the expressions and the students repeated after her. Then, the teacher explained to them on what situations they should use the formal or less-formal expressions of happiness. **At this situation, some of the students talked to each other and were busy with their mobile phones.**

Then, the teacher asked the students, “Well, so far any questions? Have you all understood?” **The students only kept silent. They wanted to ask but seemed afraid.** The teacher asked the students to open their worksheet and did the task. The task was about completing the dialogue by using suitable expressions. The students were allowed to work in pairs and opened their dictionary. **When they worked in groups, one of them asked his friend,” kok bel istirahatnya lama ya?”** After fifteen minutes, the teacher and the students discussed the answers.

For the next task, the teacher asked them to make a dialogue based on the situations. The students here were still working in pairs. However, when the students did the task, the bell rang. Then, the teacher asked them to finish the task at home as homework and for the next meeting they had to perform their dialogues in front of the class.

The field note above was one of the observation data before implementing actions in class X. Based on the data in the observations, there were some existing problems in the English teaching and learning process faced by the students of grade X. Those identified problems are presented below.

Table 2
Lists of Existing Problems in the Field

No	The Field Problems
1.	The students were not ready to learn English.
2.	Most of the students were not paying attention to the teacher.
3.	Some of the students were busy with their own activities.
4.	The students were busy with their mobile phones.
5.	The students talked to each other when the English teaching and learning process was still going on.
6.	The students always wanted to take a rest and go home early.
7.	The students were passive.
8.	The students were afraid when the teacher asked some questions, especially in English.
9.	The students were afraid of speaking in English.
10.	It was difficult for the students to answer simple questions orally.
11.	The students could not understand what the teacher talked about and explained in English.
12.	The students had only a worksheet or LKS as their reference.
13.	The students were not interested in the lesson.
14.	Some students faced difficulties in pronouncing some words.
15.	The students just kept silent to answer the teacher's questions especially in English.
16.	The students could not carry out simple dialogues fluently.
17.	Most of the students lacked motivation to learn English.
18.	The school had a multimedia class but it was rarely used.
19.	The students faced difficulties in choosing the appropriate expressions in particular conditions.

The second step, after conducting observations, was holding interviews with the students. From the interviews, the students mentioned that speaking was the most difficult skill to master than others. They also said that English was not their mother tongue. They preferred speaking in Javanese or Indonesian to English. They thought English was a difficult subject so they lacked confidence to speak English. Most of them said that they were shy to speak English because they faced difficulties in pronouncing some words. They were not interested and sometimes felt bored with the teaching and learning of English in the class.

The result of interview was similar to the reality in the field. In the observation, the researcher found that the English teaching and learning process in class X SMA Berbudi lacked motivation and media. In fact to achieve the objective of the teaching speaking skill, the class had to be communicative, contextual, and attractive. In this case, the use of media was needed to support the teaching and learning process of speaking.

The researcher also gave questionnaires to the students to obtain validated data of the field problems. The result of the questionnaire was almost similar to that of the interviews. The students were not interested in speaking English because it was difficult. They also mentioned that they had less motivation and lacked confidence to speak English. Besides, they also faced difficulties in pronouncing some words.

Considering the priority and visibility of the problems to be solved, the researcher that was helped by the English teacher in that school thought that the main problems here were focused on the students. Based on the observations,

interviews and questionnaires, the researcher and the English teacher made a list of solvable problems. These are formulated as follows:

- a. the students were not interested in speaking English,
- b. the students had low self confidence to speak English,
- c. the students lacked motivation to learn English, and
- d. the students faced difficulties in pronouncing some words.

Those problems were chosen because they could help the students' confidence to speak in English. In this case, communicative media and activities in the teaching and learning process of speaking were needed. The communicative media that were used in this research were videos. The use of the media was believed to make the speaking class more communicative, attractive and contextual. Finally, the speaking skill of the students class X SMA Berbudi would improve.

Based on the identified and feasible problems to be solved, the researcher and the English teacher formulated some actions to overcome those problems. They were

- 1) using videos that contain conversations as modeling texts in the presentation, and
- 2) using classroom speaking activities such as (a) games, (b) role plays and (c) discussions.

B. The Implementation of the Actions

There were two cycles that were implemented in this research.

1. Cycle 1

There were some steps in Cycle 1:

a. Planning of Cycle 1

As mentioned earlier, the students' main problem in learning English was speaking. The students were able to read, write and listen but if the teacher asked them to speak, they just kept silent. Based on the problems of the first cycle, it was expected to improve the students' speaking skill by using the combination of:

- 1) the appropriate teaching media, that was videos, can be used in teaching speaking, and
- 2) the communicative classroom speaking activities were used, such as, discussions, games and role plays.

b. Action and Observation of Cycle 1

The actions in Cycle 1 were implemented on 3rd, 7th, 10th, and 14th of March, 2012. Before the implementation of the actions the pre-test was conducted on March 3rd, 2012 in order to know the students' speaking skill. The implementation of the actions was conducted on 7th and 10th of March, 2012. Then, the post-test was carried out on March 14th, 2012.

Cycle 1 was done in two meetings. Here, the English teacher became an observer while the researcher taught the students by implementing the actions. The descriptions of the actions in Cycle 1 are presented as follows:

- 1) Using Videos in the Teaching and Learning Process of Speaking

The materials that would be taught in Cycle 1 were expressions of thanking and congratulation. The students were expected to be able to thank and congratulate others in certain situations.

The main activities in the first meeting focused on explaining the expressions of thanking and practicing speaking through videos that were combined with the communicative speaking activities, for example, discussions, games, and role plays. In the teaching and learning process of speaking, videos helped the researcher explain the materials given. The description of the use of video in the first meeting is presented as follows.

The researcher began the teaching and learning process by saying, “Good morning? How are you today?” and they responded it enthusiastically. Then, the researcher checked the students’ attendance. There was a student that did not come because he was sick. At the beginning, the researcher played a video clip from Dido was entitled “Thank you”. That video helped the researcher attract their attention and involve them in the teaching and learning process. In the first task, the researcher asked the students to pronounce some words and found the meaning of each word. This activity could help the students to improve their pronunciation and develop their vocabulary. After that, the researcher asked them to watch the video and guess what expressions that they would be learnt on that day. Some of the students were confused but one of them said “O thank you, because the title is thank you and that words were repeated in the lyric.” The researcher gave a feedback and asked some questions to them by saying, “Woow ... that’s great. So, in what situation do you thank others?” All the students

struggled to answer the question but in Indonesian, “*Di kasih hadiah* (for a gift), *Dibantu* (for a favor) dan *dipuji* (for a compliment). The researcher gave them feedback one by one and helped them to translate their answers. After that, she stated the learning objective of the teaching and learning process of speaking on that day.

The video displayed in the first meeting was a video of someone who thanked others for agreeing to postpone their dinner. It was related to the material of expressions of thanking. First of all, the researcher asked the students some questions. The researcher played the video once, and then asked some questions related to the video such as “Can you see the video clearly?”, “Well ... how many participants in the conversation?”, “Who are they?” The responses were great. Most students tried to answer the questions from the researcher even though they had difficulties to understand the questions and to express their answer in English, for example, when the researcher asked, “How many participants in the conversation? Who are they?” the students looked confused and one of the students also said “*Sopo yo mau?*” (Who were they?) Or “*Opo mau?*” (What was that?) However a student said, “Pardon, miss.” And the researcher repeated the questions. They tried to answer the questions again. A student said “Marisa *sama* (and) Alan, miss”. Another said “Wanida and emmm ...” The reseracher said, “Other, please!” The students asked the researcher to play the video once again. After that, the student in the corner said “Ohh ... Wanita and Els, miss.” The researcher replied, “Yes, that’s right.” Then, the researcher continued with the other questions. The responses from the students were good because they tried to

answer those some questions one by one by raising their hands first and then giving instant comment spontaneously. In this situation they answered those some questions related to the video enthusiastically.

The videos used in the first and second meeting were suitable to the materials. The explanation above shows that the use of video as modeling of the text in the presentation helped the researcher deliver the materials easily. It also helped the students to be confident to speak although there were some students who were still shy. The use of video in the second meeting was the same as the first. The descriptions of the use of video in the second meeting are presented as follows.

The researcher greeted the students and checked the students' attendance. There was none of them who was absent on that day. At the beginning of the lesson, the researcher played a video clip "Congratulation and Celebration". That video clip helped to attract the students' attention and participation. They enjoyed watching the video because it was so funny. Some of them also joined to sing that song. After that, the researcher asked them, "Now, can you guess what material that we will learn today?" Some of them said and sang, "Congratulation and celebration" The researcher replied, "Well done." Then, she stated the learning objective and asked them, "So, in what situation do you congratulate others?" The students gave many answers, "birthday", "the winner in the competition", and "the top rank in the class." The researcher gave them a compliment because they could answer the question well.

The video displayed in the second meeting was a video of someone who congratulated his friend for her engagement. It was related to the material of expressions of congratulation. As the first task, the researcher asked the students to identify the expressions of congratulation from the video. The students could do the task quickly. Then, the researcher and the students discussed it classically. The researcher gave another task to the students. They had to listen and watch the video again, and then answer the researcher's questions. In this situation, the students struggled to answer those questions. The researcher continued the lesson by showing them other expressions of congratulation. The researcher also pronounced those expressions and the students repeated after her.

With the use of videos in the teaching and learning process of speaking in the first and second meeting, it could be concluded the videos used in the presentation section was expected to help the researcher in explaining the materials more easily without talking too much. It is showed by the interview transcript below.

T : *"Saya setuju untuk menggunakan video dalam pembelajaran speaking karena memang video itu menarik dan memudahkan kita sebagai guru untuk menyampaikan materi. Malahan, seharusnya di setiap pembelajaran bahasa Inggris itu harus selalu menggunakan berbagai macam media."*
 ("I agree to use video in the teaching and learning process because video is interesting and it helps us as a teacher in delivering the materials easily. Moreover, in every English lesson, we should use many kinds of media.")

(Interview 8, taken on August 13th, 2012)

Besides, the use of videos in the teaching and learning process also made the students understand the materials given more easily because they could listen

how to pronounce some words and observe how to express those expressions immediately. Those videos also created relaxed atmosphere to them. It is indicated in the following transcript.

- R : *“Menarik enggak belajar bahasa Inggris dengan menggunakan video?”*
 (“Do you think it was interesting to use video in the English teaching?”)
- S1 : *“Menarik banget, suasananya jadi berbeda dan sangat enak ... miss.”*
 (“It was very interesting, the atmosphere was different and it brought enthusiasm ... miss.”)
- S4 : *“Ya, miss. Kita jadi tambah semangat dan tertarik dengan pelajarannya.”*
 (“Yes, miss. We feel more motivated and interested with the lesson.”)
- R : *“Kalau Adit gimana?”*
 (“How about you, Adit?”)
- S5 : *“I like studying English, miss . . . Hehe.”*

(Interview 10, taken on March 7th, 2012)

Actually, the use of videos in the teaching and learning process could not be separated from the other media, such as, computer, LCD, and sound system because they helped the video to transfer all of the things that would be delivered. Therefore, the use of multimedia class became an important thing because it provided all those items.

In the first meeting, the use of videos in the teaching and learning process of speaking did not run well. There were some technical problems. The first came from the students. Some of them came late because they did not know that the English class was moved to the Multimedia class. During the break, the researcher had come to their class to inform it but some of them were in the canteen. So, they complained to the researcher. It is indicated in the following interview transcript.

- S9 : *“Lha, karena miss Erita sebelumnya nggak bilang kalo pelajaran bahasa Inggrisnya di ruang multimedia. Jadinya kami bingung nyari kelasnya, miss.”*
 (“Because Miss. Erita did not tell us before that the English lesson moved to the multimedia class. So, we were confused to find the class, miss”)

(Interview 13, taken on March 7th, 2012)

Therefore, in the next meeting the researcher would announce the moving class after the meeting on that day so all the students knew. The next problem came from the LCD remote. The researcher and the English teacher could not find the LCD remote in the multimedia class. They had to find the other LCD remote in the laboratory of computer. The last problem is the computer in the multimedia class did not have program that supported to play the video. Therefore, the researcher had to install the appropriate program first. Those problems show that the time management in the first meeting was still ineffective.

After the teaching and learning process, the teacher suggested the researcher that having preparation before conducting the actions as the most important thing. The researcher had to make sure that all media that would be used were well prepared. So, there would be a good time management too. The researcher promised that for the next meeting she would prepare it well and announced to the students about class moving after the meeting.

Although there were some problems in the first meeting, in general, the students enjoyed the teaching and learning process of speaking by using a video. They said the materials were interesting and easy to understand, so they were interested and motivated. It can be seen in the interview transcript below.

- R : *“Gimana pelajarannya tadi? Lebih senang belajar di kelas atau di kelas Multimedia?”*
(How was our lesson today? Do you prefer to study in your class or Multimedia class?)
- S8 : *“Asik miss. Lebih senang di kelas multimedia miss soalnya bisa pakek LCD, pakek video juga jadinya lebih menarik dan mudah dipahami pelajarannya.”*
(“It is fun, miss. I like studying in the multimedia class because there is an LCD that can be used and also video in the teaching and learning process so it makes the lesson more interesting and easy to understand.”)

(Interview 12, taken on March 7th, 2012)

2) Using Classroom Speaking Activities

The teacher and the researcher agreed to implement three activities that were believed to be able to attract the students in practicing speaking and still related to the use of video. The implementation of the activities was described below:

a) Discussions

Discussion was the most commonly used activity in the speaking class. It was important to always involve the students in every discussion. Moreover, giving them more chance to speak during the English lesson helped them to improve their speaking and build their sense of confidence.

This activity was used both in the first and second meeting of Cycle 1. One of the kinds of discussion used in this research was instant comments. Instant comments are when the students respond to any kind of topic or questions immediately and spontaneously. In the first meeting when the material was expressions of thanking, after the researcher played the video, she asked the

students some questions related to the video. The result was good. The students gave instant comments based on the questions. They struggled to give their comments. This is found in the following interview transcripts.

- R : *“Tadi kok pada rebutan jawab pertanyaannya ya? What do you think?”*
 (“Why did you struggle to answer those some questions? What do you think?”)
- S1 : *“Habisnya videonya bikin penasaran miss, tapi asyik banget jadinya kita berdiskusi hebat deh miss lihat video aja... hehee.”*
 (“Because the video makes me curious miss but it is enjoyable and we make a great discussion by watching the video ... hehee.”)

(Interview 10, taken on March 7th, 2012)

Instant comments were also used in the expressions of congratulation section. After the researcher’s explanation, she gave the students some pictures. Those pictures were about someone who congratulates other but in different situations. The researcher asked the students to give the most appropriate comments of those pictures and the result was great. They spontaneously gave their comments. It was because they saw the real situations. This is found in the following interview transcript.

- R : *“Kok kayaknya tadi semangat banget waktu ngasih komen ke gambar? Did you like it?”*
 (“You seemed to be very enjoyable while giving comments to the pictures. Did you like it?”)
- S1 : “Yes, miss. I like it.
- P : “Why?”
- S3 : *“Tadi kan udah dikasih penjelasan macam-macam expressions of congratulation, terus dikasih gambar situasi bagaimana kita mengucapkan selamat pada orang lain. Jadinya besok kalau pas cowok saya ulang tahun ada referensi kalimat deh miss ... hehehe.”*
 (“We had the explanation of many kinds of expressions of congratulating and then we were given some situation pictures

about how to express congratulation to others. So, in my boy friend's birthday, I have some sentence references, miss ... hehehe.”)

(Interview 14, taken on March 10th, 2012)

b) Games

The game that was used in this cycle was “Throw the ball game.” The activity was implemented in the first meeting of the first cycle. It was aimed to make the students able to practice the expressions of thanking. In this activity, the researcher was the one who led the game. To start with, the researcher threw the ball to one of the students and asked her to mention one of the expressions of thanking. Then the student expressed “Thank you” and threw the ball to her friend. Her friend responded “Anytime.” It went on until all the students got their turns to throw and catch the ball while giving and responding to the expressions of thanking.

In doing the activity, there were some problems. In general, the students had problems with pronunciation and frequently failed to memorize the expressions. The problems are indicated in the interview transcript below.

T : *“Pengucapannya masih banyak yang salah dan banyak yang lupa tadi expressinya. Tadi masih banyak yang tanya-tanya.”*
 (“The students’ pronunciation was frequently incorrect and they mostly forgot the expression. Even some students asked to their friends.”)

(Interview 13, taken on March 7th, 2012)

However, in this process of the activity there was an interesting thing. The students reminded each other of the expressions. It is showed in the interview transcripts below.

- T : *“Tapi memang bagus, anak-anak saling mengingatkan jika ada yang mengulangi ungkapannya dan membetulkan kata-kata yang kurang tepat.”*
 (“However it is good, the students reminded each other if there was a student repeating the expressions and correcting the incorrect expression.”)

(Interview 13, taken on March 7th, 2012)

It is related to the students’ opinion. The students said that they could evaluate their friends and themselves.

- R : *“Seneng enggak tadi ada temen yang membetulkan pas ada yang salah ucap gitu?”*
 (“Did you feel happy when your friend corrected your mistakes?”)
 S6 : *“Iya, miss. Seneng banget jadi tau deh salahnya. Bisa sekalian ngafalian juga sih, miss.”*
 (“Yes, miss. We are very happy because we can know our mistake and remember the expressions, miss.”)

(Interview 11, taken on March 7th, 2012)

As the students had known which was correct and incorrect, they might be able to improve their speaking. They said that they were able to speak better by the use of communicative activities.

- R : *“Jadi sekarang udah tambah bisa dan berani ngomong pake bahasa Inggris kan?”*
 (“So, you are already able and confidence to speak English now”)
 S2 : *“Yes. miss. Pelajarannya enak ada gamenya juga jadi termotivasi.”*

(“Yes, miss. The lesson is fun and also uses game. I can be motivated.”)

(Interview 11, taken on March 7th, 2012)

c) Role plays

The researcher implemented role plays in which the students were asked to be someone in a certain situation in the first and second meeting of Cycle 1. The students were given some situation cards and they had to make a role play based on the situation given. The researcher asked them to do the task in pairs and make the speaking draft before performed the conversation in front of the class in turn. The teacher and the researcher moved around the class to observe and help the students. Both of them corrected the students' work and their pronunciation if there were some mistakes.

Most of the students were able to finish their tasks in time. They were not afraid to ask to the researcher if they did not know certain vocabularies. When the teacher asked some volunteers to act the dialogues out in front of the class, some students raised their hands and the teacher asked them to perform their dialogues in front of the class. Some of them were able to speak with a good pronunciation and some other was still doubtful to speak but they were brave enough to come to the front and acted the dialogues.

The role play showed that most of the students had willingness to speak in English. It was because they came to the front of class in pairs and had known and

practiced the expressions so they were brave to play the role. It is showed in the following interview transcript.

- R : *“Gimana role play nya? Susah enggak?”*
 (“What do you think about the role play? Was it difficult?”)
- S2 : *“Agak susah, miss. Soalnya agak ragu-ragu majunya takut salah miss. Tapi ya berani maju juga soalnya kan berpasangan udah latihan juga sebelumnya.”*
 (“It was rather difficult miss because I was doubtful when I had to come to the front of the class and I was afraid of making mistakes miss. However, I felt brave enough to play the role because it was in pairs and we had practiced before.”)
- R : *“Tapi asyik kan?”*
 (“But is it fun?”)
- S4 : *“Yes Miss, more relaxed”*

(Interview 15, taken on March 10th, 2012)

c. Reflection of Cycle 1

After implementing the actions in the Cycle 1, the researcher and the English teacher had a discussion to make some reflections based on the interviews and observations. The reflections of this cycle would be used to plan the next actions in Cycle 2. The result of the actions in the first cycle could be seen below:

- 1) The use of video did not run well in the first meeting. There were some technical problems. The first problem was the complaints from the students about moving their class. During the break, the researcher had announced them that the English lesson was moved to the multimedia class but some of them were in the canteen. Therefore, they did not know about moving their class. The second was the researcher and the English teacher that did not check the LCD remote because they could not find it in the multimedia class. So, at that time they had to find another LCD remote from the computer laboratory. The

last problem, the computer in the Multimedia class did not have the program that supported to play the video. Therefore, the researcher had to install the appropriate program first. Those three technical programs that occurred in the first meeting made the time management ineffective. Thus, the preparation of using video had to be planned better. It was important to check all the media that would be used in the actions in a good preparation.

- 2) The use of videos in the teaching and learning process of speaking enabled the students to attract their interest and attention on the materials being presented. The students were attracted to watch the video and answered some questions related to the video given. They also became more confident to practice their English while discussing the material by using video and doing the tasks. Moreover, they showed a good progress in speaking.
- 3) The use of videos could improve the students' motivation and enthusiasm to speak English. The result of the pre-test after the implementation of the actions in the Cycle 1 showed an improvement in the students' average score of speaking performances. The improvement could be seen from the percentage of the speaking average score in this class, from the pre test 64.60 % to 72.50 % from the post test.
- 4) The speaking activities, such as, discussions, games and role plays as the tasks by the students, was effective to make them participate during the speaking activities and also build their confidence to speak English. However, few students were still shy while they were joining the speaking class. In reference to the explanation above, the researcher inferred that the students were very

comfortable to speak in front of the class. In conclusion, the action was categorized to be a successful action. Therefore, in the next cycle, the researcher would still apply this action in order to keep the students' involvement in the classroom.

- 5) Giving the students more chance to speak during the English teaching and learning process was a successful action to make the students becomes active in the classroom. They became more interested and communicative because they got confident to speak English. They admitted that the English teaching and learning process was interesting and it made them brave to speak although their speaking skill had not been accurate and fluent yet. At least, they had the courage to speak English in the classroom.

2. Cycle 2

a. Planning of Cycle 2

Based on the reflection of the first cycle, the teacher and the researcher concluded that there were some aspects which had to be improved into the next cycle. They were the preparation of using the video, multimedia class, the time management, and interesting speaking activities that would be used had to be planned better.

In this cycle, the teacher and the researcher planned to implement some efforts to improve the students' speaking skill. They are

- a) using video as the model text, and

b) using communicative speaking activities, such as, game, discussion, and role play.

They still agreed to use those two planned with some modifications and different topic.

b. Actions and Observations of Cycle 2

The actions in Cycle 2 were implemented on 17th and 21st of March, 2012. The implementation of the action was conducted on March 17th, 2012 and the post test was carried out on March 21st, 2012 in order to know the improvement of the whole actions in this research.

1) Using Videos in the Teaching and Learning Process of Speaking

The use of video was implemented on March 17th, 2012. The teaching objective in this cycle was the students were able to compliment someone based on the given situations and respond to them.

Based on the objective, the video was a stimulant to initiate the students' involvement in the teaching and learning process. The video that was used in Cycle 2 provided a situation in the office in which a woman was complimenting the man for a nice watch. However, before the researcher played that video, she played a video clip in the beginning. The video clip was entitled "You're beautiful" that was popularized by James Blunt. This video was used to attract the students' attention, motivation and participation. In fact, the students seemed to enjoy the video and sometimes sang that song. They also requested the researcher to play that video once again and then they would sing that song together. From

that case, the teacher and the researcher thought that the video clip was very familiar to them. It is indicated in the following transcripts:

- R : "I'm so surprised, sir with the students' responses when I played the video clip of James Blunt. I think they were very familiar with it and maybe it is what they like."
- T : "I think so. The responses were very satisfying in the beginning of the lesson. Besides, it can attract their attention and motivation. It also helped you involve them in the next activities."
- R : "So, is it important for all teachers to give warming up in the beginning of the lesson, sir?"
- T : "Yes, of course. We can give them something that is interesting, such as, pictures, video clip and many kinds of media."

(Interview 21, taken on March 17th, 2012)

The explanation above shows that the video clip that was played in the beginning of the lesson was able to attract the students' attention and motivation. This is indicated in the following interview transcript.

- R : "*Kalian suka ya dengan video klip nya James Blunt? Tadi kok kayaknya semangat banget, minta diulang dan bisa nyanyi bareng juga.*"
("Did you like the video clip of James Blunt? You were seemed very motivated and asked me to play it again. You could also sing that song together.")
- S6 : "*Ya, miss. Sangat suka dengan lagunya dan lagunya tidak asing juga. Pelajarnya jadi seru juga miss jadinya tambah semangat.*"
("Yes, miss. I like it very much. It is familiar to us. The lesson became so nice, miss and motivating.")

(Interview 18, taken on March 17th, 2012)

After the researcher played the video clip, she asked the students to guess what expressions that will be learnt. They gave their comments together and said, "You're beautiful." The researcher replied, "Thank you." Suddenly, the class became relax because they could laugh together. Sometimes, the researcher gave

them such a joke in order to make them enjoy the lesson and they did not feel so strained. It also made the class atmosphere more comfortable.

The researcher continued the lesson by playing the video in the presentation section. This video gave an example of the input text to the students. They were asked to listen and to watch it. Like in the first cycle, the students were also interested in the video. They watched it enthusiastically and sometimes gave comments among themselves. Therefore, when the researcher asked them whether it was interesting, what it was about and what they saw, most of them were able to answer although not in complete sentences but they were correct, for example, when the researcher asked, “Can you guess what expressions of compliment from the video?” Some students answered, “*Jam (Watch).*” The other answered, “Nice watch, miss” whereas one of them said “I really like your watch” because they heard that words from the conversation in that video. Then, the researcher responded, “That’s great.” The researcher also said that that was an example of the expression of compliment. The researcher continued the lesson by giving some other examples of expression of compliments and the usage.

The explanation above shows that the video was able to raise the students’ interest in speaking. They enjoyed the lesson and unconsciously learnt how to compliment someone in certain situations. This is indicated in the following interview transcript.

- R : “*Gimana dengan pembelajaran video yang kali ini? Suka tidak?*”
 (“How was the video that used in the lesson today? Did you like it?”)
- S3 : “*Ya, miss. Karena menarik, simple dan isinya pun jelas. Jadinya tadi waktu ditanya tanya mengenai isi video itu jadi bisa jawab, miss.*”

(“Yes, miss. Because it was interesting, simple and the content were clear. So, we could answer your questions related to the video, miss.”)

(Interview 18, taken on March 17th, 2012)

The use of video helped the teacher present the materials without talking too much. The teacher admitted that the use of the video could make the teaching and learning process more interesting. Besides, she did not have to give a long explanation that was monotonous to the students. It is showed in the interview transcript.

- R : “So far, what do you think about our teaching and learning process by using video, sir?
 T : “Of course, that was not only interesting but also it made the teaching and learning process not monotonous. Besides, the students had not to hear the explanation too long.

(Interview 21, taken on March 17th, 2012)

2) Using the Communicative Classroom Speaking Activities

a) Discussions

The use of discussion in Cycle 2 was rather different from the first cycle. In this cycle, the students had to give their instant comments from the video that they watched. The researcher would play a video that contained some expressions of compliment. The students had to identify those expressions and the responses, and then gave their instant comments spontaneously. The responses were great. All the students could give their comments. This activity also helped the students

speak and trained their confidence. It is indicated in the following interview transcripts:

- R : *“Gimana tadi diskusinya? Susah enggak?”*
 (“What do you think about the discussion? Is it difficult?”)
- S9 : *“Gampang, miss.”*
 (“It’s easy, Miss.”)
- R : *“Tapi ngrasa malu nggak kalau kamu harus ngomong langsung gitu?”*
 (“Did you feel so shy if you have to give instant comments like in that activity?”)
- S2 : *“Agak malu sih, miss tapi belajar juga kok selain itu melatih kepedean.”*
 (“Rather shy, miss. But we can also study and train our confidence.”)

(Interview 19, taken on March 17th, 2012)

b) Games

Applying games created more interactive and communicative atmosphere during the English teaching and learning process. It also helped the students improve their speaking skill.

In this cycle, the game that used was “Survey game”. The researcher asked the students to make a group of three. Every student had to compliment their friends. The other students responded to it. After that, they had to put the information in the table given. Then, the students reported the result to the class.

In this activity, both teacher and researcher moved to the class and observed the students’ work. They also helped the students correct their pronunciation when they were practicing their speaking. They were enthusiast and very confident to raise their hands when the researcher asked them to deliver their result in front of the class. It is indicated in the following interview transcript.

- R : *“Gimana gamenya? Asik enggak?*
(“What do you think about the game? Is it fun?”)
- S4 : *“Of course Yes miss. Haha ... kami bisa praktek ngomong sama*
teman apalagi dipuji-puji teman, miss. rasanya baru kali ini. Jadi,
seneng deh. Hee.”
(“Of couse, Yes miss. Haha ... We could practice our speaking
with our friends. Moreover, we also got compliments for them,
miss. I felt it now. So, we were happy. Hee.”)

(Interview 20, taken on March 17th, 2012)

c) Role plays

The role play used in the Cycle two was rather different to the first cycle because in this activity the researcher gave them role play cards. The researcher asked the students to work in groups of three with the requirement that each group had to have a girl. So, one group consisted of two boys and a girl. The students were given some role play cards and asked them to make a dialogue first, and then performed it in front of the class.

The result of this activity was very great because all of the students did the task very well. They had relaxed atmosphere and enjoyed teaching and learning process. Therefore, they felt confident in playing the role. This is indicated in the following transcript.

- R : *“Kayaknya sudah nggak malu-malu lagi ya buat ngomong dalam*
bahasa Inggris?”
(“You seemed not to feel shy again to speak in English?”)
- S2 : *“Iya dong, miss, habisnya suasananya enak dan pembelajarannya*
juga lucu. Sedikit bangga sih Miss soalnya di kasih pujian sama
cowok-cowok. Hehe ...
(“Yes, miss. Because we got relaxed atmosphere and the teaching
and learning process was nice. I also felt little proud to myself
because I got such compliments from those boys, miss. Hehe...”)

(Interview 20, taken on March 17th, 2012)

The students also said that the materials given were so interesting and communicative. They said that the most important thing that the materials were what they like. Therefore, they felt enthusiastic and motivated with the tasks. It is showed in the interview transcript:

- S1 : *“Materinya sangat menyenangkan miss sesuai dengan apa yang kami suka. Apalagi yang expressions of compliments, itu kan bisa kita gunakan untuk memuji seseorang bahkan cewek kita sendiri miss tapi dalam bahasa Inggris jadinya kan kelihatan intelek miss... heehe.”*
 (“The materials were very enjoyable and appropriate with our like. Moreover, expressions of compliments, those expressions could be used to compliment someone especially our girl friend miss but the compliment was in English so we looked so intellectual miss ... heehe.”)

(Interview 19, taken on March 17th, 2012)

3) Reflection of Cycle 2

After implementing the actions in the second cycle, the teacher and the researcher had a discussion to make some reflections based on the interviews and observations. The reflections of Cycle 2 can be seen below.

- a) The implementation of using video as modeling of the text could run successfully. The use of videos made the students involved and participated actively during the teaching and learning process of speaking. Besides that, video that was used could make the students more confident to express their ideas, feelings and ask some questions in the class. It was also helping the researcher to explain the materials without talking too much to the students.

Therefore, the teaching and learning process of speaking in that class had the relaxed atmosphere and brought fun to the students.

- b) The combination of videos and the use of communicative speaking activities, for example, discussions, role plays and games in this research could help the students improve their speaking skill. It was shown that the teaching and learning process ran well and the students were motivated. The use of discussion helped the students became confident to speak and share their ideas in doing the tasks. One of the kinds of discussion used in this research was instant comments. The result of the spontaneous comments when the teacher asked them some questions was great. The use of game made the students interested in and motivated to learn the materials given. The game could make the students ignore their own activities because they enjoyed it. The role play as another activity in this cycle gave a space for the students to practice their speaking skill and helped them test their courage in front of their friends.
- c) The result of the post-test showed a little improvement compared with the result of the previous students' speaking assessment. From the post-test, the percentage of the class average of speaking performance was 75.10 % which was higher than the first and the second tests. This show that the use of video in the teaching and learning process could help the students improves their speaking skill.
- d) The implementation of the actions in Cycle 2 could fulfill the weaknesses in Cycle 1 that included the preparation of the multimedia room, the video and the time management that was not effective. The preparation in this second cycle

was successful because the teacher and the researcher prepared the actions to be implemented structurally and the time management was also well implemented.

C. General Findings and Discussion

The result of this research consists of qualitative and quantitative data. The qualitative data deal with the general findings of the research in each cycle, while the quantitative data present students' speaking rubric assessment score averages. The following are the findings that the researcher obtained in a series of the use of the video:

1. Cycle 1

- a. In the fluency aspect of speaking, the students were quite confident to speak. They were able to communicate well without hesitation.
- b. In the vocabulary aspect, the students were able to conduct conversations with sufficient vocabulary.
- c. In the pronunciation aspect, only few students were able to pronounce some words correctly.

2. Cycle 2

- a. In the fluency aspect of speaking, all the students had good confidence to speak. They were able to conduct conversations fluently.
- b. In the vocabulary aspect, the students had many vocabularies. They were able to conduct conversations with appropriate diction and variety of vocabularies.
- c. In the pronunciation aspect, errors in pronunciation were quite rare.

Besides the result above, there were some additional findings obtained during the research. The additional findings were presented below.

- a. The use of videos in the teaching and learning process of speaking was effective to improve the students' speaking skill and the quality of the teaching and learning process of speaking itself. It was believed that videos could attract the students' attention and give real examples of authentic materials in the learning process. During of the process, the students could observe, listen, identify and participate by watching video, joining the discussions, doing role plays and playing games. Therefore, the students would be motivated and more actively involved in the teaching and learning process of speaking. By implementing video combined with Communicative activities in the teaching and learning process of speaking, the students' speaking skill could be improved.
- b. The combination of videos and the communicative speaking activities used in the teaching and learning process influenced the improvement of the students' speaking skill. Applying games created relaxed atmosphere during the English teaching and learning process. It also improved the students' motivation to speak English. Through discussion and sharing ideas, the students were assigned to speak out their feeling and ideas actively and seriously based on certain topics. Discussion in small group was helpful and effective for the students who found difficulties in speaking because they could think of and give feedback to each other. By being engaged in the role play, the students were able to practice and concentrate more in their speaking in a relaxed

atmosphere. Besides, those activities also helped the teacher monitor the students' speaking progress easily. Moreover, these were helpful for both the students and the teacher to make the process of the learning speaking easier and more enjoyable.

- c. There were some considerations in the implementation of the videos. First, the teacher' creativity and preparation to design and plan the speaking activities before teaching determined the success of the learning activities. Second, the videos were able to fulfill the need of authentic materials being taught in the teaching of speaking. Third, the videos gave a big influence to the speaking process. Choosing the proper speaking materials based on the theme could raise the students' willingness to be more actively involved in the process of learning.
- d. Based on the process and the results of the research, the data fulfilled five criteria of data validity. They were democratic, process, outcome, catalytic, and dialogic validity. Democratic validity was fulfilled in every step of the research because it was done collaboratively by the research members. Process validity was performed through each cycle of the research according to the theory of action research that was consisted of planning, action and observation, and reflection. Catalytic validity was shown through the change of the students' speaking skill. The students were brave to speak in English and also more interested and active in the speaking activities. Dialogic validity was fulfilled through the active participation of the research members in the research process. Those were the headmaster, the English teacher, the students of grade

X and the researcher herself. During the research, the researcher worked collaboratively with the English teacher. The researcher was the one who taught the students while the teacher as the observer. The researcher taught the students based on the lesson plans that had made by the researcher herself and discussed with the teacher. The last was the students as the subject of the research. The Outcome validity was related to the results in improving the students' speaking skill by using videos. Based on the findings, the result showed that the speaking skill of the tenth grade students at SMA Berbudi in the academic year of 2011/2012 successfully improved after the implementation of the video using.

3. Summary of Cycle 1 and Cycle 2

The result of this research is summarized in the table below.

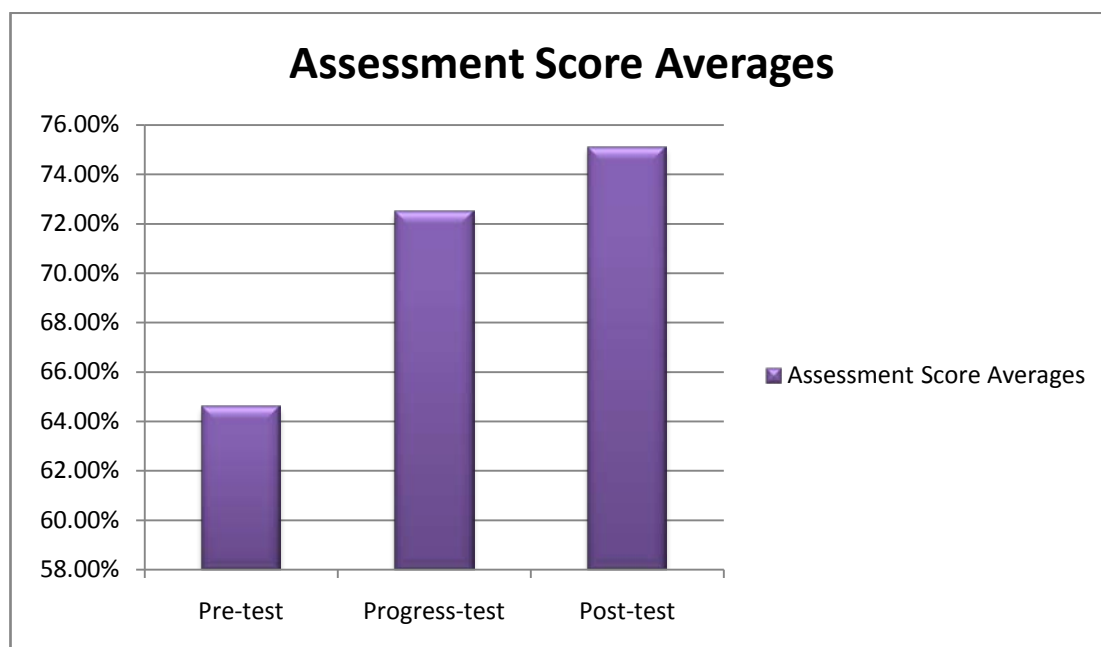
Table 3: **Research Result**

Aspects	Pre-test	Progress-test		Post-test
		Cycle 1		Cycle 2
		Task 1	Task 2	Task 3
Fluency	The students produced disconnected speech. They were able to speak in single-word utterances and short patterns.	Some of the students were not confident to speak. They were able to conduct conversations hesitantly.	The students were confident to speak. They were able to communicate well without hesitation.	All the students had a good confidence to speak. They were able to conduct conversations fluently.
Vocabulary	The students had limited vocabularies. They faced difficulties to choose the	Some of the students could use the appropriate expressions in conversations.	The students were able to conduct conversations with sufficient vocabulary.	The students had many vocabularies. They were able to conduct

	appropriate expressions.			conversations with appropriate diction and variety of vocabularies.
Pronunciation	The students faced difficulties in pronouncing some words. They made many mistakes in conversations.	The students made some mistakes in pronouncing some words.	Only few students were able to pronounce some words correctly.	Errors in pronunciation were quite rare.

4. Students' Score

In this part, the researcher discusses the result of students' score as performed in Task 1, Task 2 and Task 3. The implementation of those video could increase the students' speaking performance. It is indicated in the result of the students' speaking assessment score averages that are presented in percent as shown in the chart below.

Chart 1**The mean of the students' speaking assessment**

The chart above shows that the students' progression of speaking performance in each test improved. It is presented in the Pre-test, the average score of the students performance is 64.60 %. Then in the Progress-test, it has improved to be 72.50 % and in the Post-test 75.10 %. Those test scores indicate there was improvement in the average score of the students' speaking skill. They were assessed by using rubric speaking assessment that had several criteria related to the speaking performance. The scores also show the significance of using the video in improving the students' speaking skill. However, the quantitative data was used to support the findings of this research but it could not be considered as the representation of the whole description of this research.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

The action research in this study was implemented to the tenth grade students of SMA Berbudi on March, 2012, during the second semester of the academic year of 2011/2012. This research study was successful to improve the speaking skill of the tenth grade students at SMA Berbudi by using videos. The actions carried out in two cycles were effective in improving the students' motivation, self confidence, vocabularies and pronunciation. The actions consisted of the use of videos as modeling of the input text combining with the use of communicative speaking activities, such as games, discussions and role plays.

After implementing the two cycles, the researcher found some effective ways to improve the speaking skill of the tenth grade students at SMA Berbudi by using videos in the academic year of 2011/2012. First, the action using video could attract students' attention and motivation in the teaching and learning process. The use of videos also made the atmosphere in the classroom more relaxed and fun so that the students were interested in speaking out their feelings. This way was effective to make them more confident.

Second, the combination of the use of video and the communicative speaking activities, such as discussions, games and role plays were able to make the students speak English. They were able to make the students more active in joining the group discussion or sometimes giving instant comments in some cases.

Some students still mixed the English and Indonesian in the discussion but they followed the activity enthusiastically in every meeting. Therefore, the teaching and learning process became more interactive and communicative. Role plays were able to build the students' self confidence to speak English. They were excited and also enjoyed doing these activities in front of the class. The last, games also helped the students enjoy the teaching and learning process of speaking. It was effective to alleviate the students' boredom through the games which were able to create relaxed atmosphere in the classroom.

B. Implications

The conclusions have described the use of video that is effective to improve students' speaking skill. The implications of the research are presented as follow.

1. The use of videos can attract the students' attention and motivation in the teaching and learning process. By using videos, the students can listen how to pronounce some words and observe how to express some expressions. Besides, videos help the teacher explain the materials that will be taught clearly without talk too much. It also creates relaxed and enjoyable atmosphere during the lesson. This is effective to attract their attention and also change the monotonous teaching and learning process of speaking.
2. Discussions are effective to make the students involved in groups. It also helps them practice their English. Besides, it gives opportunities for the smart

students to correct their partner if they make mistakes. Thus, it is effective to improve the students' confidence to speak English.

3. Instant comments are effective to express the students' ideas spontaneously. The teacher asks some questions related to the video and the students spontaneously try to answer the questions.
4. Games are effective to reduce the students' boredom during the speaking activities. It also builds the students' confidence to speak English. It gives benefits to both the students and the teacher because games make the teaching and learning process more attractive and communicative.
5. The role plays are effective to improve the students' speaking skill and self confidence. This activity maximizes the students to have an experience to practice a dialogue with their partners in English. Since the students are asked to perform the role plays in front of the class, they can improve their self confidence and also their speaking skill.

C. Suggestions

Some suggestions are given to the participants who are closely related to this study. The suggestions are made based on the conclusions and implications of this study. They are presented as follows:

1. For the English teacher

The English teacher should consider the students' needs and interest before designing the speaking materials. It is important for the teacher to vary the activities and use the communicative activities in the teaching and learning

process of speaking because it can reduce the students' boredom and monotonous teaching and learning process. Besides, the teacher is required to provide videos in the teaching and learning process because videos help the teacher deliver the materials easily.

2. For the School Institution

The school can apply some efforts to improve the quality of the students' speaking skill considering the problems that occur in the school, for example, they provide the relevant, communicative and appropriate media to support the teaching and learning process of speaking.

3. For Other Researchers

Other researchers who are interested in the same field are recommended to continue and improve this action research in order to find out other efforts to improve the students' speaking skill by using videos.

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APPENDICES

- A. FIELD NOTES
- B. INTERVIEW TRANSCRIPTS
- C. COURSE GRID
- D. LESSON PLANS
- E. OBSERVATION SHEETS
- F. PRE-TEST & POST-TEST
- G. STUDENTS' ATTENDANCES
- H. STUDENTS' SCORES
- I. QUESTIONNAIRE
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- K. PERMIT LETTERS

A. FIELD NOTES

FIELD NOTES

FIELD NOTE 1

Lokasi : Ruang Kepala Sekolah SMA Berbudi
 Hari, tanggal : Rabu, 27 Juli 2011
 P : Peneliti
 KS : Kepala Sekolah

P menemui KS di ruangnya yaitu di lantai pertama gedung SMA Berbudi setelah mengajar. Maksud kedatangan R menemui KS adalah meminta izin untuk dapat melakukan penelitian di SMA tersebut. KS menanggapi dengan baik maksud dari P. Karena penelitian P adalah PTK, KS menyetujui P meminta bantuan guru bahasa Inggris yang lebih senior untuk kolaboratif dalam penelitian tersebut. KS memberikan izin, arahan dan motivasi guna memperlancar jalannya penelitian. KS pun berharap kepada P untuk segera menyelesaikan penelitiannya.

FIELD NOTE 2

Lokasi : Kelas X SMA Berbudi
 Hari, tanggal : Rabu, 10 Agustus 2011
 P : Peneliti
 G : Guru Bahasa Inggris

Sebelum memasuki kelas X, P bertemu dengan G di kantor guru. P mengingatkan kepada G bahwa nanti jam ke 4-5 yaitu jam 09.30-11.00 akan melakukan observasi di kelas X. Setelah bel masuk istirahat pertama berbunyi, P dan G memasuki ruang kelas. P dan G mengadakan observasi kelas untuk mengetahui proses pembelajaran bahasa Inggris dengan rincian sebagai berikut:

1. P memberi salam pada siswa, "Hi, guys ... How are you this morning? Dan siswa menjawab "Hello, good morning. I'm fine. And you?" P memberi tau kepada siswa tujuan hari ini kedua guru bahasa Inggris yang masuk ke kelas mereka, karena siswa terlihat agak bingung. P mempersilakan G mengambil tempat duduk yang kebetulan ada sisa satu kursi di belakang.
2. Setelah greeting, P memeriksa kehadiran siswa dengan bertanya, "Who is absent today?" dan siswa menjawab, "Nihil miss."
3. P masuk ke materi dengan memberi beberapa pertanyaan sesuai dengan topik. Materi pada hari itu adalah ungkapan kebahagiaan. P bertanya kepada siswa, apakah mereka bahagia pada hari ini dan mengapa. Saat itu terlihat jelas bahwa siswa terlihat ragu-ragu untuk menjawab, ada yang menjawab malas, mengantuk dalam bahasa Indonesia, ada juga yang memilih untuk diam.
4. P kemudian melanjutkan pelajaran dengan memberikan contoh dialog yang berisikan ungkapan kebahagiaan.

5. P meminta dua siswa untuk membaca dialogue tersebut. Namun, mereka berusaha menolak dengan alasan tidak bisa membacanya dan malu. Tetapi pada akhirnya, mereka mau untuk membacakan dialog tersebut walaupun cara pengucapannya tidak tepat untuk beberapa kata.
6. P kemudian memberikan tugas kepada siswa yaitu mengidentifikasi ungkapan kebahagiaan dari dialog tersebut dan memahami dialog tersebut tentang apa. Karena tidak ada yang berani menjawab, maka P yang menjawabnya. Ketika itu, siswa tidak memperhatikan penjelasan P. beberapa dari mereka bersendau gurau dengan temannya dan yang lainnya terlihat mengantuk.
7. Setelah itu, P menunjukkan kepada siswa contoh ungkapan kebahagiaan yang lain. Beberapa dari siswa tidak memperhatikan penjelasan P.
8. P mengucapkan ungkapan-ungkapan kebahagiaan kemudian siswa menirukannya.
9. P juga menjelaskan kepada siswa tentang penggunaan ungkapan-ungkapan kebahagiaan tersebut dalam situasi resmi dan kurang resmi. Dalam situasi ini, beberapa siswa berbicara sendiri dengan temannya dan satu dari mereka sibuk dengan telepon genggamnya.
10. Kemudian, P bertanya kepada siswa tentang kesulitan yang dihadapi tetapi siswa tidak merespon pertanyaan P.
11. P menyuruh siswa untuk membuka LKS nyadan mengerjakan tugas di LKS itu. Tugas tersebut adalah melengkapi dialog dengan ungkapan yang tepat. Siswa diperbolehkan bekerja berpasangan dan membuka kamus. Dalam situasi ini, satu dari mereka menunjukkan ketidaknyamanannya mengikuti pelajaran karena ingin segera istirahat.
12. Setelah 15 menit P dan siswa mendiskusikan tugas tersebut.
13. Untuk tugas berikutnya, P menyuruh siswa untuk membuat dialog berdasarkan situasi yang diberikan. Siswa tetap bekerja berpasangan. Saat siswa belum seluruhnya menyelesaikan tugasnya, bel berbunyi. P meminta siswa untuk mengerjakannya di rumah sebagai PR dan mengingatkan kepada mereka bahwa minggu depan mereka harus mempraktekan dialog yang dibuat di depan kelas. Pada proses pembelajaran tersebut, terlihat dengan jelas siswa banyak yang tidak focus dan sibuk dengan urusannya masing-masing. Ada yang bermain telepon genggam, ada yang ngobrol, ada pula yang mengantuk. Siswa tidak ada kesempatan untuk mengungkapkan kemampuan berbicara mereka.

FIELD NOTE 3

Lokasi : Kelas X SMA Berbudi
 Hari, tanggal : Sabtu, 13 Agustus 2011
 P : Peneliti
 G : Guru bahasa Inggris

Pada observasi yang kedua, P masuk kelas X bersama G. Begitu P dan G memasuki kelas, siswa kelihatan agak takut dan ragu-ragu karena ada diantara mereka yang belum menyelesaikan PR di pertemuan sebelumnya. P mempersilakan G untuk mengambil tempat duduknya yang berada di belakang. Berikut ini adalah uraian kegiatan belajar mengajar pada observasi yang kedua:

1. P mengawali pelajaran dengan menyapa dan memeriksa kehadiran siswa. Pada hari itu tak seorang pun siswa yang berhalangan hadir.
2. Kemudian P mengajak siswa untuk mengingat-ingat apa yang telah dipelajari di pertemuan sebelumnya dengan memberikan beberapa pertanyaan sesuai materi yang telah diajarkan. Di dalam situasi ini, hanya satu atau dua siswa yang menjawab pertanyaan P sedangkan yang lainnya terlihat belum siap untuk mengikuti pelajaran dan masih sibuk dengan aktifitasnya sendiri.
3. P lalu menanyakan PR yang diberikan pada pertemuan sebelumnya. Seluruh siswa membuka PR nya. Ada beberapa siswa yang terlihat khawatir dan takut karena belum menyelesaikan tugasnya.
4. P mengecek tugas siswa dengan melihat satu per satu pekerjaan mereka. Ternyata hanya empat orang yang mengerjakan tugas tersebut.
5. P memperingatkan siswa bahwa lain kali PR itu harus dikerjakan di rumah. Namun, siswa memberikan alasan yang bermacam-macam sehingga kelas menjadi gaduh.
6. Akhirnya P memberikan waktu 15 menit kepada siswa untuk menyelesaikan tugasnya dan mempersiapkan diri untuk menampilkan dialognya di depan kelas. Beberapa siswa mengeluh karena hanya diberikan waktu 15 menit namun siswa menjadi agak tenang karena siswa fokus untuk menyelesaikan tugasnya.
7. Setelah 15 menit, P meminta siswa (volunteer) untuk maju ke depan mempraktekkan dialognya. Karena tidak ada yang berani maju duluan, P akhirnya membuat undian yang terdiri dari empat kocokan karena siswa dijadikan empat grup. Enam siswa berpasangan sedangkan sisanya bertiga.
8. P meminta perwakilan dari grup untuk mengambil undiannya.
9. Selama empat kali pergantian, siswa maju ke depan mempraktekkan dialognya.
10. Setelah semua siswa maju, P memberikan feedback kepada siswa. Empat orang dapat menghafal dialog sedangkan yang lain masih membawa tek. Di sini terlihat mereka kurang bisa membawakan dialog yang sederhana dengan lancar. Ada yang malah lari-larian, ada pula yang menjaili temannya. Kebanyakan dari mereka masih salah dalam pengucapan beberapa kata, intonasi dalam pembawaan masih datar dan ekspresinya pun tidak ada. Karena materi yang dipelajari tentang ungkapan kebahagiaan, mereka belum menunjukkan ekspresi tersebut ketika berdialog.
11. Selang lima menit, bel berbunyi tanda waktu istirahat. P memperbolehkan siswa untuk beristirahat namun sebelumnya mengingatkan siswa untuk mempelajari materi berikutnya yaitu Narrative.
12. P mengakhiri pelajaran dengan mengucapkan salam.

FIELD NOTE 4

Lokasi : Kelas X SMA Berbudi
 Hari, tanggal : Sabtu, 03 Maret 2012
 P : Peneliti
 G : Guru bahasa Inggris

Pada tanggal ini, P melakukan pre-test yang digunakan untuk mengetahui kemampuan *speaking performance* siswa sebelum dilakukan penelitian. P masuk ke kelas X dengan ditemani G. P memberitahu kepada siswa bahwa hari ini akan diadakan pre-test. Prosedur dari tes ini adalah siswa berdialog berdasarkan gambar yang telah disediakan oleh P kemudian memilih salah satu dari gambar tersebut. Siswa diperkenankan untuk menggunakan beberapa pertanyaan yang telah disediakan oleh P. Dengan cara ini P dapat mengetahui sejauh mana kemampuan *speaking* siswa. Penilaian dari Pre-test ini dilakukan oleh P dan G yang nantinya hasil penilaiannya yaitu jumlah dari nilai P dan G yang dibagi dua.

FIELD NOTE 5

Lokasi : Ruang Multimedia SMA Berbudi
 Hari, tanggal : Rabu, 07 Maret 2012
 P : Peneliti
 G : Guru
 KTU : Karyawan Tata Usaha
 KBM : Kegiatan Belajar Mengajar

P datang ke sekolah pagi-pagi karena mendapatkan tugas untuk salam simpatik dan piket. Sambil jaga piket, P mempersiapkan media yang akan digunakan untuk KBM hari ini karena pelajaran bahasa Inggris di kelas X pada jam ke empat dan lima yaitu jam 09.30-11.00. P menemui G di kantor guru dan memberikan lesson plan yang telah disepakati dengan G dan lembar observasi untuk G yang akan digunakan di KBM nanti. Ketika jam istirahat P datang ke kelas X untuk memberitau siswa bahwa pelajaran bahasa Inggris hari ini tidak berada di kelas tetapi di ruang Multimedia, di lantai pertama gedung SMA Berbudi. Ketika itu ada beberapa siswa yang tidak di kelas, mungkin sedang ke kantin. P meminta salah satu dari siswa untuk memberitahu siswa yang lainnya. Setelah itu, P pergi ke ruang TU dan meminta kunci ruang multimedia kepada salah satu karyawan di sana. Di ruang multimedia P menyiapkan media yang akan digunakan, seperti computer, LCD, dan sound system. Namun ketika P mempersiapkan video yang akan dipakai, program di computer tersebut tidak mendukung. Padahal beberapa siswa sudah datang ke ruang multimedia karena bel masuk setelah istirahat menunjukkan kurang lima menit. Dengan bantuan G, akhirnya P menginstal dahulu program yang dapat digunakan. Tidak menunggu lama, program tersebut dapat berfungsi maksimal. Sedangkan kendala yang ke dua adalah remot LCD yang tidak ada di tempatnya. P, G dan siswa mencari remot

tersebut karena tanpa remot tersebut layar proyektor tidak akan menampilkan gambarnya. P mencari remot tersebut di laboratorium computer yang terletak di sebelah ruang multimedia dan P menemukannya. Ketika KBM akan dimulai ada tiga siswa yang terlambat masuk kelas dengan alasan mereka tidak tahu bahwa KBM dilakukan di ruang multimedia. Berikut ini adalah uraian KBM pada pertemuan pertama:

1. P mengawali proses KBM dengan memberi salam dan mengecek kehadiran siswa. Salah satu dari kesembilan siswa tidak hadir karena sakit.
2. Setelah mengecek kehadiran siswa, P memfokuskan siswa pada materi yang akan akan diajarkan. Sebagai pembukaan P memberikan video klip yang berjudul *Thank you* yang dinyanyikan oleh Dido. P meminta siswa untuk memperhatikan dan mendengarkan video klip tersebut dan menebak apa yang akan dipelajarinya hari ini. Video ini diberikan untuk memancing siswa agar antusias, termotivasi dan dapat berpartisipasi aktif dalam KBM.
3. Setelah video klip tersebut diputar, ada beberapa siswa yang menampakkan wajah bingung. Ada pula yang berkata, "O ... thank you".
4. P menanyakan kepada siswa dalam situasi seperti apa yang membuat kalian berterima kasih kepada orang lain dalam bahasa Inggris, "*In what situation that make you thank to others?*" Semua siswa menjawab berebutan dalam bahasa Indonesia. Beberapa dari siswa menjawab, "Di kasih hadiah, miss", salah seorang menjawab, "Dibantu mengerjakan PR, miss", salah seorang lagi menjawab, "Dibilang cantik miss ... haaha." Kemudian P memberikan pujian untuk memotivasi mereka dan menanggapi jawaban mereka satu per satu dan mentranslatenya ke dalam bahasa Inggris.
5. P kemudian mengatakan kepada siswa pada KBM hari ini akan belajar tentang *Thanking*.
6. P memberikan contoh percakapan yang berisikan ungkapan terima kasih dalam sebuah video.
7. P memberikan tugas yang pertama kepada siswa yaitu mengidentifikasi ungkapan terima kasih dalam percakapan di video. Dan ternyata siswa bisa mengerjakan tugas ini dengan cepat. Saat P bertanya pada siswa tentang kata apa apa saja yang mereka yang mereka dapatkan dan membahasnya secara klasikal siswa berebut menjawab pertanyaan tersebut.
8. Tugas yang kedua adalah P meminta siswa untuk melihat dan mendengarkan lagi percakapan di video kemudian menjawab beberapa pertanyaan yang dilontarkan P berdasarkan video yang diputar. Dalam situasi ini, siswa beebut untuk menjawab. Apalagi ketika P bertanya, "*How many participants are there in the conversation? Who are they?*" siswa berebut untuk menebak atau menjawab pertanyaan tersebut. Karena jawaban mereka masih salah, mereka sangat penasaran dan kemudian meminta P untuk memutar kembali video tersebut. Disini terlihat siswa sangat antusias mengikuti pelajaran dan mulai berani untuk berbicara dan bertanya.

9. P melanjutkan pelajaran dengan memberikan contoh lain ungkapan-ungkapan berterima kasih yang ditangkan di LCD dan menjelaskan kegunaannya. P juga menjelaskan bahwa tidak semua ungkapan terima kasih dijawab dengan “*You’re welcome*” tetapi ada beberapa respon yang bisa digunakan. P juga menjelaskan kapan saja biasanya seseorang berterima kasih kepada orang lain.
10. P memberikan contoh bagaimana mengucapkan ungkapan-ungkapan tersebut dengan benar kemudian siswa menirukannya. Ketika praktek *pronunciation* siswa terlihat senang dan saling mengoreksi apakah benar cara pengucapan mereka karena P *drilling* siswa satu per satu.
11. P memberikan *game* kepada siswa yaitu *Throw the ball game*. P menyuruh siswa untuk berdiri dan membuat lingkaran. Dengan menggunakan bola yang sudah dipersiapkan P, P memberikan contoh yaitu melemparkan bola kepada seorang siswa dan memberikan satu ungkapan terima kasih. Siswa yang mendapatkan bola tersebut harus memberikan respon kepada yang melemparnya. Setelah itu siswa yang memegang bola tadi melemparkannya kepada teman yang lain dan begitu seterusnya. Siswa terlihat menikmati permainan tersebut dan sedikit demi sedikit mereka bisa termotivasi untuk berbicara, melafalkan ungkapan tersebut dengan benar dan melatih ingatan mereka tentang ungkapan dan respon yang digunakan dalam berterima kasih.
12. P meminta siswa untuk melengkapi dialog dengan ungkapan-ungkapan yang relevan kemudian mempraktekkannya berpasangan. Siswa diberikan waktu sepuluh menit untuk mengerjakannya kemudian masing-masing kelompok maju ke depan dan mempraktekkan dialog tersebut.
13. P melanjutkan pelajaran dengan meminta siswa melengkapi dialog berdasarkan ungkapan-ungkapan yang telah disediakan. Siswa mengerjakan tugas ini masih dalam kelompok yaitu berpasangan. P memberikan waktu lima menit kepada siswa untuk mengerjakannya. Kemudian meminta siswa untuk maju ke depan dan mempraktekkan dialog tersebut yang telah disusun secara utuh.
14. Untuk tugas yang terakhir, P memberikan beberapa situasi. Tugas siswa adalah bekerja berkelompok (dua atau tiga orang) untuk membuat dialog dengan menggunakan ungkapan berterima kasih berdasarkan situasi-situasi yang diberikan. Siswa diberi waktu lima belas menit untuk mengerjakannya kemudian yang telah selesai maju ke depan dan mempraktekkan dialog yang telah dibuat. Ketika di dalam kelompok siswa terlihat bersemangat karena saling bertanya, saling bertukar pikiran dan ada juga yang berlatih bagaimana mengekspresikan dialog tersebut dengan mimik wajah yang bermacam-macam sebelum mereka maju ke depan dan mempraktekkannya.
15. Setelah semua siswa maju ke depan untuk mempraktekkan dialognya, dan P memberikan feedback, bel berbunyi. P dan siswa mereview materi yang telah diajarkan dan bertanya kepada mereka “*What do you think about this lesson? Is it difficult?*” Beberapa siswa berkata, “*Asik miss, besok lagi ya.*”
16. P menutup pelajaran dan mengingatkan mereka di pertemuan berikutnya KBM diadakan di ruang multimedia kemudian P dan G meninggalkan kelas.

FIELD NOTE 6

Lokasi : Ruang Multimedia
 Hari, tanggal : Sabtu, 10 Maret 2012
 P : Peneliti
 G : Guru
 KBM : Kegiatan Belajar Mengajar

P datang ke sekolah jam tujuh tepat karena harus mengajar terlebih dahulu di kelas XI ips yaitu pada jam pertama. Seusai P mengajar karena masih ada waktu dua jam pelajaran, P menuju ruang multimedia untuk mempersiapkan media yang akan digunakan dalam KBM siswa kelas X . Mengingat di pertemuan sebelumnya ada kesalahan teknis yaitu program yang belum terinstal, P mengecek kembali komputer yang ada di ruang multimedia. Kemudian P mempersiapkan LCD yang akan dipakai dan mengambil remotnya. P juga mempersiapkan materi yang akan diajarkan dan telah didiskusikan dengan G. Pukul 09.30 P dan G sudah berada di ruang multimedia dan disusul oleh semua siswa. Berikut ini adalah uraian KBM pada pertemuan ke dua cycle pertama:

1. P memulai pelajaran dengan greeting dan mengecek kehadiran siswa.
2. Setelah mengecek kehadiran siswa, P memfokuskan siswa pada materi yang akan diajarkan. Sebagai pembukaan P memberikan video klip yang berjudul *Congratulation and Celebration*. P meminta siswa untuk memperhatikan dan mendengarkan video klip tersebut dan menebak apa yang akan dipelajarinya hari ini. Video ini diberikan untuk memancing siswa agar antusias, termotivasi dan dapat berpartisipasi aktif dalam KBM. Siswa tertawa melihat video tersebut karena memang lucu, beberapa dari mereka juga ikut menyanyikannya.
3. P menanyakan kepada siswa dalam situasi seperti apa yang membuat kalian mengucapkan selamat kepada orang lain dalam bahasa Inggris, "*In what situation that make you congratulate others?*" Semua siswa menjawab berebutan dalam bahasa Indonesia. Kemudian P memberikan pujian untuk memotivasi mereka dan menanggapi jawaban mereka satu per satu dan mentranslatenya ke dalam bahasa Inggris.
4. P kemudian mengatakan kepada siswa pada KBM hari ini akan belajar tentang *Expressions of Congratulation*.
5. P memberikan contoh percakapan yang berisikan ungkapan selamat dalam sebuah video.
6. P memberikan tugas yang pertama kepada siswa yaitu mengidentifikasi ungkapan selamat dalam percakapan di video. Dan ternyata siswa bisa mengerjakan tugas ini dengan cepat. Saat P bertanya pada siswa tentang kata apa saja yang mereka yang mereka dapatkan dan membahasnya secara klasikal siswa berebut menjawab pertanyaan tersebut.
7. Tugas yang kedua adalah P meminta siswa untuk melihat dan mendengarkan lagi percakapan di video kemudian menjawab beberapa pertanyaan yang dilontarkan

- P berdasarkan video yang diputar. Dalam situasi ini, siswa berebut untuk menjawab.
8. P melanjutkan pelajaran dengan memberikan contoh lain ungkapan-ungkapan selamat yang ditayangkan di LCD dan menjelaskan kegunaannya.
 9. P memberikan contoh bagaimana mengucapkan ungkapan-ungkapan tersebut dengan benar dan bagaimana merespon ungkapan-ungkapan tersebut kemudian siswa menirukannya.
 10. P meminta siswa untuk melengkapi dialog dengan ungkapan-ungkapan yang relevan kemudian mempraktekkannya berpasangan. Siswa diberikan waktu sepuluh menit untuk mengerjakannya kemudian masing-masing kelompok maju ke depan dan mempraktekkan dialog tersebut.
 11. Setelah itu, P memberikan beberapa gambar kepada siswa kemudian menyuruhnya untuk memberikan ungkapan dan respon yang sesuai berdasarkan gambar yang diberikan. P meminta siswa untuk mempraktekkannya.
 12. P melanjutkan pelajaran dengan meminta siswa melengkapi dialog berdasarkan ungkapan-ungkapan yang telah disediakan. Siswa mengerjakan tugas ini masih dalam kelompok yaitu berpasangan. P memberikan waktu lima menit kepada siswa untuk mengerjakannya. Kemudian meminta siswa untuk maju ke depan dan mempraktekkan dialog tersebut yang telah disusun secara utuh.
 13. Tugas yang terakhir, P memberikan beberapa situasi. Tugas siswa adalah bekerja berkelompok yang terdiri dari tiga orang untuk membuat dialog dengan menggunakan ungkapan selamat berdasarkan situasi-situasi yang diberikan. Siswa diberi waktu lima belas menit untuk mengerjakannya kemudian yang telah selesai maju ke depan dan mempraktekkan dialog yang telah dibuat. Kali ini P mengacak kelompok siswa, siswa terlihat semakin termotivasi dengan kelompok mereka yang baru.
 14. Setelah semua siswa maju ke depan untuk mempraktekkan dialognya, dan P memberikan feedback, bel berbunyi. P dan siswa mereview materi yang telah diajarkan. P berterima kasih dan mengizinkan siswa untuk istirahat.

FIELD NOTE 7

Lokasi : Kelas X
 Hari, tanggal : Rabu, 14 Maret 2012
 P : Peneliti

Untuk mengetahui perkembangan kemampuan *speaking* siswa di setiap cycle maka P mengadakan *progress test* setelah implementasi action di cycle pertama. P masuk ke kelas X bersama G, lima menit setelah bel berbunyi. Beberapa dari siswa bertanya kenapa belajarnya tidak di ruang multimedia lagi. P memberitahu kepada siswa bahwa hari ini P akan memberikan ujian berupa *speaking performance*. P juga mengungkapkan tujuan diadakannya *progress test* tersebut kepada siswa yaitu selain

untuk mengetahui peningkatan *speaking* siswa juga menguji seberapa banyak mereka belajar dari materi-materi yang telah diajarkan sebelumnya.

FIELD NOTE 8

Lokasi : Ruang Multimedia
 Hari, tanggal : Sabtu, 17 Maret 2012
 P : Peneliti
 G : Guru bahasa Inggris
 KBM : Kegiatan Belajar Mengajar

Pukul 08.00 P dan G mempersiapkan materi dan media yang akan digunakan dalam KBM. Berikut ini adalah uraian KBM pada pertemuan pertama di cycle ke dua:

1. Saat pelajaran dimulai, G langsung menempatkan dirinya di belakang agar dapat melihat keadaan seluruh kelas. Materi pelajaran hari ini adalah *expressions of compliment*.
2. Sebagai warming up P meminta siswa untuk melihat video klip yaitu James Blunt dengan judul "You're beautiful". Ternyata lagu tersebut sangat familiar untuk siswa. Mereka meminta P untuk memberikan lirik lagunya dan memutar kembali video tersebut. Kemudian siswa bernyanyi bersama. Sebagai pembukaan, inilah awal untuk membuat mereka termotivasi dan menikmati pelajaran.
3. Dari video klip tersebut P meminta siswa untuk mencari satu kalimat yang mengandung ungkapan pujian. Siswa pun dapat menjawab dengan tegas dan lantang yaitu "You're beautiful". P juga memberitahu inilah contoh salah satu gombalan yang lagi trend kali ini. Siswa pun tertawa terbahak-bahak.
4. P kemudian memutar video yang berisikan percakapan tentang pujian.
5. Siswa diminta untuk mengidentifikasi ungkapan pujian yang terdapat dalam video tersebut.
6. P memberikan beberapa pertanyaan seputar video tersebut kepada siswa. Siswa pun berebut untuk menjawab dalam bahasa Inggris.
7. P menampilkan *expressions of compliment* di LCD dan menjelaskan kepada mereka bagaimana merespon dan penggunaannya. P memberitahu bagaimana cara yang benar mengucapkan ungkapan-ungkapan tersebut kemudian siswa menirukannya.
8. P memberikan contoh video yang lain. Siswa diminta untuk menemukan ungkapan-ungkapan dan responnya dalam percakapan di video tersebut. Kemudian P dan siswa mendiskusikannya yaitu secara *instant answer*. Siswa berebut untuk menjawabnya dengan mengangkat tangannya kemudian menjawab langsung. Satu per satu siswa dapat menjawabnya dengan tepat.

9. P menampilkan beberapa gambar. Secara langsung siswa yang dalam kelompok berpasangan diminta untuk memberikan ungkapan yang tepat beserta responnya berdasarkan gambar tersebut.
10. P meminta siswa untuk menjodohkan ungkapan pujian dengan situasi yang diberikan kemudian menjawabnya secara langsung.
11. P memberikan game yaitu "Survey game". Siswa terlihat antusias begitu P mengatakan dia akan memberikan suatu permainan. Karena kelas tersebut siswa perempuannya ada tiga. Maka kelompok dibagi menjadi tiga dan masing-masing siswa perempuan tersebut menjadi pemimpin kelompoknya. Di setiap kelompok, mereka harus memuji teman sekelompoknya kemudian teman yang lain memberikan responnya. Setelah itu menuliskan hasilnya di lembar yang telah disediakan. Masing-masing kelompok maju ke depan dan membacakan hasilnya.
12. Setelah kegiatan tersebut selesai, P meminta siswa untuk tetap pada grup nya dan mengerjakan tugas selanjutnya yaitu membuat dialog berdasarkan situasi yang ada kemudian mempraktekkannya.
13. Setelah semua kelompok maju ke depan, bel berbunyi. P mengingatkan siswa untuk belajar dan mempelajari materi-materi yang telah diberikan. Kemudian P dan G meninggalkan ruang multimedia.

FIELD NOTE 9

Lokasi : Kelas X
 Hari, tanggal : Rabu, 21 Maret 2012
 P : Peneliti

P dan G masuk kelas pukul 09.30. P masuk ke kelas memberi salam dan mengecek kehadiran siswa. P mengungkapkan bahwa hari ini akan ada tes lagi untuk yang terakhir kalinya. Post test ini berlangsung selama 2 X 45 menit dan bertujuan untuk mengetes kemampuan speaking performance dari setiap anak. Setelah selesai test, bel pun berbunyi. P menutup pelajaran dan keluar kelas X.

B. INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

Hari, tanggal : Rabu, 03 Agustus 2011
 Tempat : Ruang Kepala Sekolah SMA Berbudi
 KS : Kepala Sekolah
 P : Peneliti

P menemui KS di ruangnya, yaitu di lantai pertama SMA Berbudi.

Interview 1

P : “Selamat siang, bapak. Sedang santai atau mengganggu ya ini saya?”
 KS : “Oh iya, mbak Erita. Monggo-monggo, mari silakan. Ada apa ini?”
 P : “Maaf ya bapak saya mengganggu, badhe matur sekedhek bapak.”
 KS : “Ada apa to ya?”
 P : “Begini pak, saya ingin meminta ijin kepada bapak untuk melakukan penelitian untuk skripsi saya bapak.”
 KS : “O ya nggak apa-apa, silakan saja. Penelitiannya mau tentang apa?”
 P : “PTK, bapak.”
 KS : “Oya. Sample penelitiannya mau mengambil kelas apa?”
 P : “Untuk sampelnya kelas X bapak.”
 KS : “Oya sudah, mau dengan Pak Joko atau Pak Rahmadi?”
 P : “Kebetulan saya sudah ngobrol-ngobrol sedikit dengan Pak Joko dan beliau bersedia untuk membantu saya. Begitu sekiranya bapak.”
 KS : “Kalo gitu ya sudah, cepat diselesaikan. Nanti biar cepat lulus.”
 P : “Amin bapak, mohon doa dan dukungannya bapak.”
 KS : “Oya jelas, selalu itu. Masih muda kok ya pastinya harus selalu semangat.”
 P : “Iya pak, terima kasih untuk dukungannya. Kalau begitu saya permisi dulu bapak.”
 KS : “Iya ... iya monggo.”

Hari, tanggal : Sabtu, 06 Agustus 2011
 Tempat : Ruang Guru SMA Berbudi
 G : Guru Bahasa Inggris
 P : Peneliti

P menemui G di ruang guru yang terletak di lantai dua gedung SMA Berbudi.

Interview 2

P : “Halo, selamat pagi Pak Joko.”
 G : “Pagi, dek Rita?”
 P : “Baru sibuk ini pak Joko?”
 G : “O ... tidak. Gimana ... gimana? Jadi penelitiannya?”

- P : “Iya pak, jadi. Saya sudah matur Pak Sudi dan beliau mengijinkan saya untuk melakukan penelitian di sini.”
- G : “Ya sudah, langkah pertama apa yang harus saya bantu?”
- P : “Sebelum action, saya akan mengadakan observasi kelas terlebih dahulu bapak. Dan saya mohon bantuan bapak, untuk bersama-sama dengan saya melakukan observasi tersebut.”
- G : “Ya, tidak masalah. Kapan itu dek?”
- P : “Hari rabu jam ke 4-5 pripun pak?”
- G : “Oya, saya selalu siap asalkan tidak pas jam saya.”
- P : “Tidak kok Pak.”
- G : “Baiklah kalau begitu.”
- P : “Terima kasih lo pak sebelumnya.”
- G : “Anytime.”

Hari, tanggal : Rabu, 10 Agustus 2011

Tempat : Kelas X dan Perpustakaan

P	: Peneliti	S5	: Adit
S1	: Azis	S6	: Reni
S2	: April	S7	: Rian
S3	: Laily	S8	: Raiyen
S4	: Ferik	S9	: Syahrul

Di sela-sela jam istirahat yaitu istirahat pertama dan kedua Peneliti (P) menemui siswa (S) kelas X.

Interview 3

- P : “Hi, Raiyen ... Lagi apa? Kok istirahat di kelas aja?”
- S8 : “Capek Miss, habisnya tadi habis istirahat suruh lari-lari sih.”
- P : “Hehe ... kasihan ya. Emm ... Miss Erita boleh mengganggu sebentar gak ya?”
- S8 : “Boleh ... boleh, miss.”
- P : “Okeideh, Miss Erita mau tanya-tanya tentang pelajaran bahasa Inggris. Bersediakah?”
- S8 : “Siap, miss.”
- P : “Raiyen suka pelajaran bahasa Inggris tidak?”
- S8 : “Kalau suka sih suka miss tapi gak bisa.”
- P : “Kok gitu, sukanya kenapa?”
- S8 : “Pengen aja miss bisa bahasa Inggris hehe.”
- P : “Hemm ... Lalu kenapa bilang tidak bisa?”
- S8 : “Lha ... bahasa Inggris itu rumit miss, saya juga lidahnya lidah jawa.”
- P : “Rumitnya gimana menurut Raiyen?”

- S8 : “Nggak tau artinya, miss.”
- P : “Lalu kalau nggak tau artinya apa yang Raiyen lakuen?”
- S8 : “Ya tanya temen miss kalau ada yang tau kalau enggak ya tanya aja mbah google.”
- P : “O ... gitu ya. Menurut Raiyen selama ini belajar bahasa Inggris gimana?”
- S8 : “Kalau enak sih enak miss tapi memang dasarnya saya gak bisa, orang Jawa asli gitu lo, miss.”
- P : “Miss Erita juga orang Jawa asli tu, hayoo... Emm, menurut kamu dari writing, listening, reading dan speaking yang paling sulit yang mana?”
- S8 : “Speaking lah, miss.”
- P : “Loh, kenapa emangnya?”
- S8 : “Nggak bisa ngomongnya, takut salah aja miss kalau mau ngomong, nggak tau artinya juga ... heeee.”
- P : “Jadinya pas dijelaskan pakai bahasa Inggris gitu Raiyen ngerti nggak?”
- S8 : “Dikit-dikit sih ngerti miss tapi kalau suruh nanggepin malah bingung sendiri.”
- P : “Oke ... Oke Raiyen, makasih ya. Maaf lho Miss Erita udah ganggu.”
- S8 : “Iya ... Iya ... miss, santai aja.”

Interview 4

- P : “Siang Syahrul. Maaf, Miss Erita ganggu istirahatnya ya?”
- S9 : “Nggak apa-apa, miss.”
- P : “Emm ... Miss Erita kepengen tanya tentang pelajaran bahasa Inggris. Syahrul suka nggak dengan pelajaran bahasa Inggris?”
- S9 : “Iya, miss.”
- P : “Kenapa?”
- S9 : “Karena pengen belajar bahasa Inggris.”
- P : “Wihh ... bagus itu. Ada alasan lain tidak?”
- S9 : “Ya kepengen aja miss bisa menggunakan bahasa asing dan pengen bisa berbicara sama turis.”
- P : “O ... gitu, sudah pernah berbicara dengan turis?”
- S9 : “Belum sih miss soalnya takut duluan kalau lihat turisnya.”
- P : “Loh kok takut, emang kenapa?”
- S9 : “Malu, miss nanti kalau salah-salah ngomong terus kalau diajakin ngomong malah ndomblong nggak paham apa yang dikatakan ... kan mati gaya tu miss, hahaha.”
- P : “O gitu ya. Menurut kamu dari writing, reading, listening dan speaking tu yang paling susah yang mana?”
- S9 : “Sebenarnya sih kalau bahasa Indonesia kalau ngomong itu gampang miss, soalnya nggak usah mikir. Tapi untuk bahasa Inggris itu yang paling susah.”
- P : “Susahnya kenapa?”
- S9 : “Karena nggak banyak kata yang saya tau sih miss tentang bahasa Inggris jadi mau ngomong juga mikirnya beribu kali.”

- P : “Jadi gitu ya, kalau pas pelajaran diterangin pakek bahasa Inggris itu Syahrul paham nggak?”
- S9 : “Enggak miss, tanya aja sama temen artinya apa ... hihhi, jujur banget ya miss.”
- P : “Nggak apa-apa, Miss Erita malah seneng kok. Oke, makasih ya Syahrul.”
- S9 : “Iya, miss.”

Interview 5

- P : “Halo, April, Laily, Reni ... lagi pada ngapaen hayo?”
- S2 : “Ngadem aja miss, habisnya panas banget.”
- P : “Hmm ... Miss Erita ganggu nggak ya?”
- S3 : “Enggak kok, miss.”
- P : “Miss Erita kepengen tanya-tanya ne seputar pelajaran bahasa Inggris, boleh?”
- S6 : “Boleh, miss, dengan senang hati.”
- P : “Seneng nggak dengan pelajaran bahasa Inggris? Reni dulu deh.”
- S6 : “Sedikit miss soalnya kurang menguasai kosa kata dalam bahasa Inggris.”
- P : “O begitu, kalau Laily?”
- S3 : “Suka sih suka miss tapi agak susah, ya kayak Reni gak tau artinya.”
- P : “Kalau April gimana?”
- S2 : “Sama miss, nggak bisa.”
- P : “Oke, berarti problemnya karena nggak tau arti dan kurangnya pengetahuan tentang kosa kata. Kalau menurut kalian diantara listening, reading, speaking dan writing, mana yang paling susah?”
- S2,3,6 : “Speaking, miss.”
- P : “Loh kok jawabnya bareng, kenapa?”
- S2 : “Kalau ngomong kayak keceit-keceit gitu miss, saya kan orang Jogja asli jadi ya Jawa banget.”
- S3 : “Yang jelas saya bingung miss kalau suruh ngomong, harus mikir lama nyari bahasa Inggrisnya apa dan kadang-kadang saya juga malu miss takut salah ngomongnya.”
- P : “Begini ya, kalau Reni?”
- S6 : “Susah miss ngomong apa lagi kosa kata saya nggak banyak, masak bisanya cuma Yes atau No doang ... heeche.”
- P : “O, gitu ya. Baiklah. Terima kasih ya.”

Interview 6

- P : “Adit ... kok tidak ikut ke kantin teman-temnanya?”
- S5 : “Enggak miss, tapi udah makan soalnya.”
- P : “Oke, kalau gitu Miss Erita boleh tanya-tanya ya seputar pelajaran bahasa Inggris?”
- S5 : “Iya miss, tapi jangan yang susah-susah ya, miss.”
- P : “Iya, enggak. Adit suka nggak dengan pelajaran bahasa Inggris?”

- S5 : “Sebenarnya sih suka, miss.”
P : “Loh kok sebenarnya, memang yang nggak sebenarnya gimana?”
S5 : “Susah, miss.”
P : “Susahnya kenapa?”
S5 : “Nggak tau artinya miss, terus malu takut juga kalau suruh ngomong. Makanya kalau pas pelajaran bahasa Inggris saya agak diem, soalnya takut salah, miss.”
P : “O gitu ya. Kalau diantara writing, reading, listening ma speaking yang paling susah menurut Adit yang mana?”
S5 : “Speaking lah Miss.”
P : “Kenapa?”
S5 : “Takut salah, miss.”
P : “Berarti pas pelajaran Adit nggak pernah mau jawab pertanyaan karena takut salah ya?”
S5 : “Iya miss, hehe. Ada alasan lain kah?”
P : “Kadang kalau udah ketemu temen-temen tu jadi diajakin rame miss, jadi gak perhatiin pelajaran deh. Suruh ngomong juga bingung.”
S5 : “Gitu ya, baiklah. Makasih ya Adit.”

Interview 7

- P : “Hei ... Hei ... lagi pada ngapaen ini di perpustakaan?”
S1 : “Baca-baca aja miss.”
P : “Hemm ... Rajin ya kalian.”
S4 : “You know lah, miss.”
P : “Hehe ... Iya-iya I know you so well. Loh, itu Rian kok mojak ngapaen? Sini-sini Rian ngumpul, Miss Erita ada perlu sebentar”
S7 : “Iya-iya miss, sebentar baru download miss.”
P : “Miss Erita tanya-tanya boleh ya?”
S7 : “Tanya apa miss, kalau pribadi nggak mau ahh ... aku kan galau, hehe.”
S4 : “Ia ngopo he Mot? Tanya aja miss, nggak papa kok.”
P : “Enggak kok cuma mau tanya-tanya seputar pelajaran bahasa Inggris, bisa?”
S1 : “Siyap miss, monggo.”
P : “Iya, emm ... kalian suka nggak sih dengan pelajaran bahasa Inggris?”
S1 : “Kalau saya sih suka miss, tapi cuma ya sering lupa kosa kata padahal tau apa yang mau diomongin tapi ngomongnya belibet.”
S4 : “Kalau saya sih tidak begitu suka miss karna saya malu, takut salah-salah pakek bahasa Inggris.”
P : “O gitu, Rian gimana?”
S7 : “Saya juga tidak terlalu suka miss karna merasa tidak mampu aja berbahasa Inggris.”
P : “Emm jadi begitu ya, kalau Miss Erita bisa menyimpulkan kalian nggak suka bahasa Inggris karena kosa katanya kurang, kesulitan dalam pengucapan, ragu

- dan malu, dan merasa tidak mempunyai motivasi. Ok, memangnya di SMP dulu pelajaran bahasa Inggrisnya gimana?”
- S7 : “Membosankan miss, makanya dibawa sampe sekarang.”
- P : “Membosankannya kenapa?”
- S4 : “Gurunya udah tua miss, suruh baca-tulis mulu, jadi pelajarannya ngantuk.”
- P : “Loh, Ferik & Rian satu SMP?”
- S4 : “Iya miss.”
- P : “Oh I see, Ok menurut kalian dari speaking, reading, writing dan listening yang paling susah yang mana?”
- S4 & 7 : “Speaking”
- P : “Kenapa?”
- S4 : “Ya itu tadi miss sejak SMP diajarinnya baca tulis mulu, gimana kami bisa ngomong. Jadi kalau ngomong kita jadinya susah miss, bingung juga apa yang harus kita omongin.”
- S7 : “Tambah lagi Rik, nggak tau juga bahasa inggrisnya... haha.”
- S1 : “Iya miss, speaking tu susah... Sumpah ampun dah.”
- P : “Gitu ya. Tapi kalau pas di kelas X ini gimana?”
- S7 : “Masih dibawa budaya SMP miss malasnya.”
- P : “Pas di kelas gitu kalian kalau diterangin pakek bahasa Inggris ngerti nggak sih?”
- S1 : “Lumayan ngerti miss.”
- S4 : “dikit miss.”
- S7 : “Kalau saya lumayan nggak dhong miss.”
- P : “Trus apa yang kalian lakukan?”
- S4 : “Ya tanya-tanya miss.”
- P : “Kalian punya kamus nggak? Kalau dalam keadaan seperti itu, kalian bukak kamus nggak?”
- S7 : “Punya sih punya miss tapi nggak pernah dibuka ... haha, sama juga boong ya.”
- S1 : “Kamus saya di hp miss.”
- P : “Ok ...ok kalau gitu saya sudah bisa sedikit menyimpulkan dari obrolan ini. Terima kasih ya.”

Hari, tanggal : Sabtu, 13 Agustus 2011
 Tempat : Ruang Guru SMA Berbudi Yogyakarta
 G : Guru Bahasa Inggris
 P : Peneliti

Di kantor guru, P dan G berdiskusi mengenai permasalahan dan solusi yang terjadi di kelas X.

Interview 8

- P : "Good afternoon Pak Joko."
- G : "Hello, good afternoon. Gimana dek perkembangannya? Sudah jadi melakukan interview kan?"
- P : "Iya, sudah Pak. Kemarin waktu mereka istirahat."
- G : "Gimana dengan hasil interview nya?"
- P : "Kalau saya dapat menyimpulkan, mereka itu menganggap pelajaran bahasa Inggris itu sulit bapak."
- G : "Ya, itulah tantangan kita sebagai guru bahasa Inggris. Makanya disinilah guru bahasa Inggris juga berperan sebagai model."
- P : "Iya bapak, saya juga setuju. Tetapi kalau dilihat lagi, mereka itu sebenarnya ada keinginan untuk bisa ya bapak. Tetapi disini karena beberapa faktor seperti motivasi mereka yang kurang, kurangnya kepercayaan diri, latar belakang ketika di SMP dan konsentrasi juga partisipasi di dalam kelas yang kurang menjadikan hambatan dalam pembelajaran."
- G : "Betul itu, yang paling penting adalah bagaimana kita sebagai seorang guru dapat memberikan motivasi yang lebih untuk mereka. Setidaknya untuk suka dengan pelajaran kita. Nah, dari itu kita sebagai guru harus pintar untuk memilih media yang cocok dalam pembelajaran. Kalau disini diusahakan selalu memakai media dalam pembelajaran, karena anak-anak itu tidak akan antusias ketika guru banyak menerangkan."
- P : "Berarti memang benar ya bapak, kalau disini saya memilih video sebagai media pembelajaran dan memanfaatkan ruang multimedia sebagai prasarananya?"
- G : "Saya setuju untuk menggunakan video dalam pembelajaran speaking karena memang video itu menarik dan memudahkan kita sebagai guru untuk menyampaikan materi. Malahan, seharusnya di setiap pembelajaran bahasa Inggris itu harus selalu menggunakan berbagai macam media."
- P : "Iya, bapak. Siswa-siswa kelas X juga mengungkapkan kalau dari empat skill itu yang paling sulit untuk mereka adalah speaking. Menurut bapak, memang seperti itu ya keadaannya?"
- G : "Memang begitu dek. Mereka itu merasa malu, takut salah untuk berbicara. Mungkin hal itu dikarenakan karena ya itu tadi dan selain itu karena kurang PD, kurangnya *vocabulary* mereka juga dan kesulitan dalam pengucapan."
- P : "Lalu tidak adakah media yang mendukung untuk mengatasi hal-hal tersebut ya bapak?"
- G : "Disini itu anak-anak hanya diberikan LKS dari sekolah, jadi kita sebagai guru harus menyiapkan sendiri materi yang semaksimal mungkin komunikatif untuk mereka. Selain itu, sebenarnya sekolah ini mempunyai ruang multimedia yang seharusnya dapat dimanfaatkan dengan baik sebagai sebuah sarana dan prasarana pembelajaran."
- P : "Baik, begitu ya bapak. Lalu pembelajaran *speaking* di kelas bapak bagaimana?"

- G : “Saya mencoba untuk selalu berinteraksi dengan anak-anak tapi memang mereka itu susah untuk berbicara. Saya juga sering menggunakan laboratorium computer untuk melatih *listening*, setelah itu saya bawa ke *speaking*, mereka itu merasa kesulitan sepertinya.”
- P : “Maksudnya kesulitan yang bagaimana ya bapak?”
- G : “Mereka itu selalu beranggapan bahwa berbicara dalam bahasa Inggris itu susah.”
- P : “Begitu ya bapak. Sepertinya sudah bel itu bapak. Kok ini keterusan ngobrolnya.”
- G : “Oiya saya ada kelas di XII IPA, tidak apa-apa ini saya tinggal dulu nanti disambung lagi ya.”
- P : “Iya, baik bapak. Matur suwun.”

Hari, tanggal : Sabtu, 20 Agustus 2011
 Tempat : Ruang Guru SMA Berbudi
 G : Guru Bahasa Inggris
 P : Peneliti

P melakukan wawancara dengan G mengenai proses dan permasalahan yang terjadi di kelas X.

Interview 9

- P : “Selamat siang , bapak. Bagaimana kabarnya?”
- G : “Eh, iya. Selamat siang. Alhamdulillah sehat.”
- P : “Boleh mengganggu sebentar ini bapak?”
- G : “Tentu saja, priapun?”
- P : “Begini bapak, dari hasil interview saya dengan bapak dan siswa-siswa kelas X, saya ingin menyampaikan beberapa hal bapak.”
- G : “Iya ... iya.”
- P : “Setelah saya pelajari, beberapa kesulitan dan masalah yang terjadi di kelas X adalah *speaking*. Hal tersebut dipengaruhi oleh beberapa faktor yaitu dari siswa itu sendiri, materi, penggunaan fasilitas, media dan teknik dalam pembelajaran. Faktor-faktor tersebut lah yang membuat proses pembelajaran kurang efektif.”
- G : “Iya betul. Lalu menurut dek Rita bagaimana sebaiknya?”
- P : “Jadi begini bapak, penelitian yang akan saya laksanakan nanti bertujuan untuk meningkatkan kemampuan berbicara mereka. Setidaknya dapat memperbaiki kondisi yang ada sekarang, membuat mereka termotivasi dan menunjukkan bahwa sebenarnya pembelajaran bahasa Inggris itu menyenangkan. Sehingga, kemampuan *speaking* mereka dapat ditingkatkan. Menurut bapak, priapun menika?”

- G : “Bagus itu, saya setuju. Saya berharap juga demikian.”
 P : “Semoga saja ya bapak, nanti saya mohon bantuan bapak untuk mendiskusikan beberapa actionnya.”
 G : “Iya, tentu saja.”
 P : “Baik bapak, saya rasa begitu dulu. Terima kasih.”

Hari, tanggal : Rabu, 07 Maret 2012

Tempat : Kelas X

P	: Peneliti	S5	: Adit
S1	: Azis	S6	: Reni
S2	: April	S7	: Rian
S3	: Laily	S8	: Raiyen
S4	: Ferik	S9	: Syahrul

P melakukan wawancara dengan siswa-siswa kelas X mengenai proses pembelajaran bahasa Inggris pada pertemuan pertama, Cycle 1.

Interview 10

- P : “Hi, Azis, Adit dan Ferik. Bolehkah Miss Erita mengganggu sebentar?”
 S1 : “Yes, miss.”
 S5 : “What happen ... What happen?”
 P : “Ya ... ya, baiklah. Gimana tadi pelajaran bahasa Inggrisnya?”
 S4 : “Sangat amat suka sekali.”
 P : “Kenapa, Ferik?”
 S4 : “Kalau pelajarannya seperti tadi terus miss, saya bakalan suka sama bahasa Inggris.”
 S1 : “Betul-betul itu.”
 S5 : “Pakai video klip, video, dan permainan bolanya tadi itu.”
 P : “Menarik enggak belajar bahasa Inggris dengan menggunakan video?”
 S1 : “Menarik banget, suasananya jadi berbeda dan sangat enak ... miss.”
 S4 : “Ya, miss. Kita jadi tambah semangat dan tertarik dengan pelajarannya.”
 P : “Kalau Adit, gimana?”
 S5 : “I like studying English, miss ... hehehe.”
 P : “Tadi kan disuruh menjawab pertanyaan sesuai dengan video, susah enggak?”
 S4 : “Enggak sih miss, malah seru itu.”
 P : “Tadi kok pada rebutan jawab pertanyaannya ya? What do you think?”
 S1 : “Habisnya videonya bikin penasaran miss, tapi asyik banget jadinya kita bisa berdiskusi hebat deh miss lihat video aja ... hehehe.”
 P : “Gitu ya. Ok, makasih.”

Interview 11

- P : “Hayoo ... Bagaimana tadi pelajaran bahasa Inggrisnya?”
 S2 : “Asyik, miss.”
 S3 : “Seneng.”
 S6 : “Nggak ngebosenin.”
 P : “Ok, asyik, seneng, nggak ngebosenin ... itu materinya atau KBM?”
 S3 : “Dua-duanya miss, materinya sangat menarik. Thanking kan lalu ada video klipnya terus kita nebak itu, aku suka lagunya itu miss. Hehe.”
 S2 : “Kalau aku pas lempar-lemparan bola miss.”
 P : “Memangnya kenapa?”
 S2 : “Soalnya deg-deg an kalau lupa ungkapannya juga. Hehehe.”
 P : “Seneng enggak tadi ada teman yang membetulkan pas salah ucap gitu?”
 S6 : “Iya, miss. Seneng banget jadi tau deh salahnya. Bisa sekalian ngafalin juga sih miss.”
 P : “Jadi sekarang udah tambah bisa dan berani ngomong pake bahasa Inggris kan?”
 S2 : “Yes, miss. Pelajarannya enak ada gamenya juga jadi termotivasi.”
 P : “Baiklah. Makasih ya.”

Interview 12

- P : “Lagi pada apa ni? Gimana tadi pelajaran bahasa Inggrisnya?”
 S9 : “Keren miss.”
 S7 : “Kayak lagunya ayu thing thing miss, sik Asikkk.”
 P : “Hehe ... kalian lucu juga. Keren, asyiknya gimana sih?”
 S8 : “Tadi kan pakai video klip itu lo miss, jadi penasaran menebak judul lagu.”
 S7 : “Videonya tadi memudahkan kita belajar, jadi nggak perlu ndengerin ceramah panjang lebar miss, itu kan bosen.”
 P : “Tapi kalian tadi kan terlambat masuk kelas, kenapa coba?”
 S9 : “Lha, karena Miss. Erita sebelumnya nggak bilang kalau pelajaran bahasa Inggrisnya di ruang multimedia. Jadinya kami bingung nyari kelasnya, miss.”
 P : “Gimana pelajarannya tadi? Lebih senang belajar di kelas atau di ruang multimedia?”
 S8 : “Asik, miss. Lebih senang di kelas multimedia miss soalnya bisa pakek LCD, pakai video juga jadinya lebih menarik dan mudah dipahami pelajarannya.”
 P : “Gitu ya, kalau gamenya gimana?”
 S9 : “Pokoknya suka miss.”
 S7 : “Rasanya tu jadi dua jam pelajarannya tu sangat efektif miss.”
 P : “Tetapi kalian paham nggak dengan materi hari ini.”
 S8 : “Paham kok miss, juga sudah sedikit hafal tadi ungkapan-ungkannya.”
 P : “Sip. Ok, makasih.”
 S8 : “Siyap miss, sama-sama.”

Hari, tanggal : Rabu, 07 Maret 2012
 Tempat : Ruang multimedia SMA Berbudi
 P : Peneliti
 G : Guru

P melakukan wawancara dengan guru bahasa Inggris mengenai proses pembelajaran di kelas X pada pertemuan pertama, Cycle 1.

Interview 13

G : “Bagaimana pendapat anda?”
 P : “Wah, bapak ini. Maaf ya pak tadi ada beberapa kesalahan teknis, sempat takut tadi kalau waktunya akan terbuang banyak jadi tidak efektif. Tapi alhamdulillah pertemuan pertama lumayan lancar.”
 G : “Iya, memang sebetulnya akan jauh lebih baik lagi jika segala sesuatunya itu dipersiapkan dengan baik atau di cek ulang kembali. Ya, nanti di pertemuan selanjutnya lebih diperhatikan lagi hal-hal yang kecil itu.”
 P : “Baik, bapak. Tetapi menurut bapak bagaimana dengan action 1 ini pak?”
 G : “Saya sangat appreciate dan terima kasih sebelumnya, melihat anak-anak seperti tadi memang seperti peran media sangat membantu untuk menguatkan motivasi, antusias dan partisipasi mereka.”
 P : “Iya, pak saya juga setuju. Untuk speaking nya sendiri bagaimana ya bapak? Misalnya di game tadi?”
 G : “Pengucapannya masih banyak yang salah dan banyak yang lupa tadi expressinya. Tadi masih banyak yang tanya-tanya.”
 P : “Iya pak, tetapi untuk permulaan itu sesuatu yang wajar ya pak.”
 G : “Tapi memang bagus, anak-anak saling mengingatkan jika ada yang mengulangi ungkapannya dan membetulkan kata-kata yang kurang tepat.”
 P : “Untuk videonya sendiri bagaimana itu pak?”
 G : “Jelas sangat membantu sekali terlihat dari antusias mereka.”
 P : “Baik pak, kalau begitu saya akan mempersiapkan untuk materi next meeting. Matur suwun, bapak.”
 G : “Ya ... Ya ... sami-sami.”

Hari, tanggal : Sabtu, 10 Maret 2012
 Tempat : Kelas X

P	: Peneliti	S5	: Adit
S1	: Azis	S6	: Reni
S2	: April	S7	: Rian
S3	: Laily	S8	: Raiyen
S4	: Ferik	S9	: Syahrul

P melakukan wawancara dengan siswa-siswa kelas X mengenai proses pembelajaran bahasa Inggris pada pertemuan kedua, Cycle 1.

Interview 14

- P : "Siang, halo."
 S1,3,7 : "Siang, miss."
 P : "Bagaiman pendapat kalian mengenai mengenai proses pembelajaran di kelas tadi?"
 S1 : "Menyenangkan, miss. Dari dulu harusnya seperti ini."
 P : "Kenapa?"
 S3 : "Kan nggak bosen, miss."
 P : "Menarik nggak sih belajar bahasa Inggris pakek video gitu?"
 S7 : "Menarik banget, susananya jadi enak, nggak bosen deh pokoknya."
 P : "Kok kayaknya tadi semangat banget waktu ngasih komen ke gambar? Did you like it?"
 S1 : "Yes, miss. I like it."
 P : "Why?"
 S3 : "Tadi kan udah dikasih penjelasan macam-macam expressions of congratulation, terus dikasih gambar situasi bagaimana kita mengucapkan selamat pada orang lain. Jadinya besok kalau pas cowok saya ulang tahun ada referensi kalimat deh miss ... hehehe."
 P : "Oh, I see. Memang belajar bahasa Inggris itu banyak manfaatnya ya. Oya, gimana sudah sedikit-sedikit bisa kan bicara dengan bahasa Inggris?"
 S3 : "Bisa, miss. Tadi aku juga coba-coba ngomong pakai bahasa Inggris waktu jawab pertanyaan."
 P : "Paham nggak sih dengan pertanyaan-pertanyaan tadi? Susah enggak untuk memahami videonya?"
 S7 : "Paham, miss. Lumayan sih miss, tapi dari itu malah menjadikan kita fokus."
 P : "Itu dulu aja, besok tanya-tanya lagi boleh ya."
 S1,3,7 : "Siap, miss."

Interview 15

- P : "Gimana role play nya? Susah enggak?"
 S2 : "Agak susah, miss. Soalnya agak ragu-ragu majunya takut salah Miss. Tapi ya berani maju juga soalnya kan berpasangan udah latihan juga sebelumnya."
 P : "Tapi asyik kan?"
 S4 : "Yes, miss, more relaxed"
 P : "Berarti udah nggak takut kan berbicara pakai bahasa Inggris?"
 S9 : "Iya, miss."
 P : "Lalu, kalian suka nggak belajar pakek video?"

- S4 : “Suka, miss. Tambah jelas. Videonya menarik banget jadi jelas apa isinya dan bisa jawab pertanyaan-pertanyaannya.”
- P : “Jadi sekarang udah tau kan gimana cara mengungkapkan selamat kepada orang lain?”
- S2 : “Iya miss, udah nggak takut buat ngomong.”

Interview 16

- P : “Gimana-gimana pelajarannya tadi?”
- S5 : “Masih seperti kemarin, miss. Ada aja sesuatu yang menyenangkan?”
- P : “Gimana dengan speakingnya?” Kayaknya sekarang udah PD ya buat ngomong?
- S8 : “Iya ne miss, nggak tau sekarang cuek aja. Ya, walaupun sangat menyadari kalau pengucapannya juga banyak yang salah sih.”
- P : “O ... enggak papa, nanti kan bisa diperbaiki lagi.”
- S6 : “Iya miss, walaupun masih terbata-bata dan berpikir keras untuk ngomong tapi kalau aktivitasnya seperti ini tetep menyenangkan miss.”
- P : “Bagus itu, ditingkatkan lagi ya.”

Hari, tanggal : Sabtu, 10 Maret 2012
 Tempat : Kantor Guru SMA Berbudi
 P : Peneliti
 G : Guru

P melakukan wawancara dengan guru bahasa Inggris mengenai proses pembelajaran di kelas X pada pertemuan kedua, Cycle 1.

Interview 17

- P : “*Good afternoon*, Pak Joko.”
- G : “*Hi, good afternoon.*”
- P : “Bagaimana dengan pembelajaran hari ini, bapak?”
- G : “Banyak peningkatannya kalau saya lihat, anak-anak semakin asyik dengan aktifitas-aktifitas yang diberikan dan *speaking*nya juga sudah mulai baik.”
- P : “Aktifitas yang mana yang sekiranya bapak tadi paling menarik?”
- G : “Yang anak-anak suruh membuat *simple dialogue* berdasarkan gambar itu saya kira bagus itu. Selain gampang juga menarik itu.
- P : “Iya, pak betul. Menurut pendapat bapak apakah saya masih harus melanjutkan *cycle* nya?”
- G : “Bagaimana kalau dikasih 1 *meeting* lagi di Cycle 2 biar lebih mantap dan ketauan peningkatannya.”

- P : “O ... tidak apa-apa bapak, saya juga sudah menyiapkannya kok. Nanti tinggal didiskusikan lagi dengan bapak.”
 G : “Ok, kalau begitu. Saya tunggu segera.”
 P : “Baik bapak, mungkin besok saya menemui bapak lagi.”

Hari, tanggal : Rabu, 17 Maret 2012

Tempat : Kelas X

P	: Peneliti	S5	: Adit
S1	: Azis	S6	: Reni
S2	: April	S7	: Rian
S3	: Laily	S8	: Raiyen
S4	: Ferik	S9	: Syahrul

P melakukan wawancara dengan siswa-siswa kelas X mengenai proses pembelajaran bahasa Inggris di pertemuan ketiga, Cycle 2.

Interview 18

- P : “Hei ... Hei ... What do you think about our lesson today?”
 S5 : “Fantastic.”
 P : “Hehe ... senang sekali melihat semangat kalian hari ini. Gimana untuk hari ini?”
 S5 : “Video klip nya miss, mengingatkan saya pada sebuah memori?”
 P : “Kalian suka ya dengan video klip nya James Blunt? Tadi kok kayaknya semangat banget, minta diulang dan bisa nyanyi bareng juga.”
 S6 : “Ya, miss. Sangat suka dengan lagunya dan lagunya tidak asing juga. Pelajarnya jadi seru juga miss jadinya tambah semangat.”
 P : “Gimana dengan pembelajaran video yang kali ini? Suka tidak?”
 S3 : “Ya, miss. Karena menarik, simple dan isinya pun jelas. Jadinya tadi waktu ditanya tanya mengenai isi video itu jadi bisa jawab, miss.”
 P : “Ok, terima kasih ya.”

Interview 19

- P : “Gimana tadi diskusinya? Susah enggak?”
 S9 : “Gampang, miss.”
 P : “Tapi ngrasa malu nggak kalau kamu harus ngomong langsung gitu?”
 S7 : “Agak malu sih, miss tapi belajar juga kok selain itu melatih kepedean.”
 P : “Gimana dengan materi dan aktifitas-aktifitas yang sudah diberikan?”
 S1 : “Materinya sangat menyenangkan miss sesuai dengan apa yang kami suka. Apalagi yang expressions of compliments, itu kan bisa kita gunakan untuk memuji seseorang bahkan cewek kita sendiri miss tapi dalam bahasa Inggris jadinya kan kelihatan intelek miss... heehe.”

- P : “Jadi itu yang membuat kalian lebih semangat ya, ditingkatin terus belajarnya ya supaya jago bahasa Inggrisnya.”
 S1 : “Yes, miss.”

Interview 20

- P : “Gimana gamenya? Asik enggak?”
 S4 : “Of course Yes miss. Haha ... kami bisa praktek ngomong sama teman apalagi dipuji-puji teman, miss. rasanya baru kali ini. Jadi, seneng deh. Hee.”
 P : “Kayaknya sudah nggak malu-malu lagi ya buat ngomong dalam bahasa Inggris?”
 S2 : “Iya dong, miss, habisnya suasananya enak dan pembelajarannya juga lucu. Sedikit bangga sih Miss soalnya di kasih pujian sama cowok-cowok. Hehe ...”
 S8 : “Terus nggak grogi juga sekarang miss kalau ngomong pakai bahasa Inggris. Sudah bisa saya miss.”
 P : “Wah, bagus itu. Harus ditingkatkan lagi belajarnya. Harus jago bahasa Inggrisnya.”
 S2 : “Iya, miss. Semangat ... Semangat.”
 P : “Sip.”

Hari, tanggal : Rabu, 17 Maret 2012
 Tempat : Kantor Guru SMA Berbudhi
 P : Peneliti
 G : Guru

P melakukan wawancara dengan guru bahasa Inggris mengenai proses pembelajaran di kelas X pada pertemuan ketiga, Cycle 2.

Interview 21

- P : “Good afternoon, sir.”
 G : “Hi, good afternoon, Erita.”
 P : “May I speak English?”
 G : “Of course, may I help you?”
 P : “Yes, sir. What do you think about my research sir? Is there any improvement so far?”
 G : “Many improvements I think, especially in their speaking skill.”
 P : “I think so, sir. How about video clip that I used in the beginning of the lesson?”
 G : “That’s so great. It helped to attract their motivation, attention and participation to involve in the teaching and learning process.”

- P : "I'm so surprised, sir with the students' responses when I played the video clip of James Blunt. I think they were very familiar with it and maybe it is what they like."
- G : "I think so. The responses were very satisfying in the beginning of the lesson. Besides, it can attract their attention and motivation. It also helped you involve them in the next activities."
- P : "So, is it important for all teachers to give warming up in the beginning of the lesson, sir?"
- G : "Yes, of course. We can give them something that is interesting, such as, pictures, video clip and many kinds of media."
- P : "So far, what do you think about our teaching and learning process by using video, sir?"
- G : "Of course, that was not only interesting but also it made the teaching and learning process not monotonous. Besides, the students had not to hear the explanation too long."

Hari, tanggal : Sabtu, 21 Maret 2012

Tempat : Ruang Kepala Sekolah SMA Berbudi

KS : Kepala Sekolah

P : Peneliti

P menemui KS untuk membicarakan hasil penelitian di kelas X.

Interview 22

- P : "Selamat siang bapak, maaf mengganggu."
- KS : "Oiya, selamat siang mbak. Gimana hasil penelitian di kelas X, sudah selesai mbak?"
- P : "Alhamdulillah pak, sudah. Iya perkembangannya bagus, pak. Mulai dari keaktifan siswa sampai pada keterlibatan, motivasi, dan khususnya kemampuan berbicara siswa-siswa semakin meningkat."
- KS : "Kalau hasilnya bagus kan berarti bisa diterapkan untuk ke depannya mbak bahkan mungkin juga bisa digunakan oleh Bapak-Ibu Guru yang lain. Yang pasti kalau untuk kebaikan dan kemajuan anak-anak, saya selalu mendukung, mbak."
- P : "Baik, pak. Terima kasih untuk dukungannya."
- KS : "Ya, mbak. Sama-sama semoga bermanfaat dan bisa menjadi pembelajaran yang baik selama melakukan penelitian disini."
- P : "Terima kasih, bapak."

C. COURSE GRID

Course Grid of Implementation of the Use of Videos in the Speaking Class

Cycle	Standard of Competence	Basic Competence	Indicators	Learning Materials	Teaching Activities	Time	Media & Learning Resources
1	9. Expressing meanings in transactional and interpersonal conversations in the context of daily life	<p>Listening</p> <p>7.1. Responding meanings in formal and non formal transactional (<i>to get things done</i>) and interpersonal (<i>socializing</i>) conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving expressions of thanking, compliment, and congratulation.</p> <p>Speaking</p> <p>9.1 Expressing meanings in formal and non formal transactional (<i>to get things done</i>) and interpersonal (<i>socializing</i>) conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving expressions of thanking, compliment and</p>	<p>a. Cognitive</p> <p>1) Identifying the expressions of thanking and responding to thanks in conversations carefully</p> <p>2) Saying the expressions of thanking with the correct pronunciation accurately</p> <p>3) Using the expressions of thanking in semi-guided speaking tasks in the form of pair work confidently, politely, and honestly</p> <p>b. Psychomotor</p> <p>1) Saying the expressions of thanking and responding to thanks with the correct pronunciation accurately</p> <p>2) Performing a semi-guided speaking task in the form of pair work confidently, politely, and honestly</p> <p>3) Practicing the expressions of thanking confidently</p>	<p>Input text: Video</p> <p>Vocabulary and Pronunciation of some words</p> <ul style="list-style-type: none"> • thank • sorry • postpone • date • appointment • important • dinner • know • participant <p>Example:</p> <p><i>Formal</i></p> <p>Situation: Mr. Ahmad thanks to Mr. Wawan when leaving a party. Mr. Ahmad: <u>Thank you so much for the lovely evening.</u> Mr. Wawan: <u>You're quite welcome.</u> We'd been looking forward to seeing you for a long time.</p> <p>Other expression and respond A: I'm so grateful for.... B: You're entirely welcome</p> <p><i>Informal</i></p> <p>Situation: Sandy thanks to Jon for giving her a shirt.</p>	<p>Lead in</p> <p>1) Playing a video clip to attract the students attention and motivation</p> <p>2) Giving some questions related to the material that will be learnt</p> <p>Presentation</p> <p>3) Pronouncing some words and find the meaning from each words</p> <p>4) Playing a video that contains a conversation about thanking</p> <p>5) Asking the students to guess and identify the expressions of thanking from the video</p> <p>6) Asking the students some questions related to the video</p> <p>7) Showing other expressions of thanking and explaining the usage</p> <p>8) Pronouncing the expressions of thanking</p> <p>Practice</p> <p>9) Playing "Throw the Ball game"</p>	2x 45'	<ul style="list-style-type: none"> ▪ Laptop and LCD projector ▪ Speaker ▪ Video from http://youtu.be/-KPw7cLr3dw ▪ Game (ball) ▪ Situation cards ▪ Blundell Jon, Higgins Jonathan, and Middlemiss Nigel. 1982. <i>Function in English</i>. Hong Kong: Oxford University Press. ▪ Dody Achmad, A. Sugeng, and Effendi. 2008. <i>Developing English Competencies for Grade X Senior High School (SMA/MA)</i>. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. ▪ Priyana Joko, Arnys Rahayu Irjayanti, and Virga Renitasari. 2008.

		congratulation	<p>c. Affective</p> <p>1) Developing the characters of: a) cooperative, b) confident, e) polite, f) honest, g) careful, and h) caring in the designed speaking activities and tasks</p> <p>2) Developing some other characters that are generated from the selected input text, such as: a) discipline, b) active, c) creative, d) being willing to take risk for learning, and f) obeying rules (obedient)</p> <p>3) Developing communicative competence to survive in social interaction that involves: a) asking and answering questions, b) expressing thank, and c) communicating in polite manner</p>	<p>Sandy: That's a nice shirt, Jon. <u>Thank you.</u> Jon: <u>You're welcome.</u></p> <p>Other expression and respond A: Thanks! B: Don't mention it.</p> <p>Situations Formal: when you are talking with someone who is older than you (someone in the first meeting, your boss, your manager, etc). Informal: when you are talking with someone who knows about you (your friend, your sister or brother, etc).</p> <p>There are the most common situations that require thanks. In general, people thank someone for a gift, a favor, an offer of help, a compliment and a wish of success, asked about their health, an invitation, leaving a party or social gathering and for services. Example: Thanking for a gift The person receiving the gift usually says three things: a) an expressions of thanks, e.g. Mike: Oh, thank you! b) a compliment of a gift itself, showing that the recipient likes the gift, e.g. Jack: It's beautiful. Thank you very much. I've</p>	<p>10) Completing dialogues with relevant expressions and then acting out in pairs</p> <p>11) Completing dialogues with suitable expressions in the box and then acting out in pairs</p> <p>Production</p> <p>12) Performing the role play in front of the class based on the situation cards given.</p>	<p><i>Interlanguage:</i> <i>English for Senior High School Students X.</i> Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.</p> <p>▪ Tillitt Bruce, B. Mary Newton. 1985. <i>Speaking Naturally: Communication Skills in American English.</i> United States of America: Cambridge University Press.</p>
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				<p>always wanted a picture from Japan.</p> <p>c) a question related to the gift (its origin, use, maker, etc) to show interest in the gift,</p> <p>e.g. Janie: oh, thank you! I just love roses! Are they from your garden?</p>			
1	Expressing meanings in transactional and interpersonal conversations in the context of daily life	<p>Listening</p> <p>7.1. Responding meanings in formal and non formal transactional (<i>to get things done</i>) and interpersonal (<i>socializing</i>) conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving expressions of thanking, compliment, and congratulation.</p> <p>Speaking</p> <p>9.1. Expressing meanings in formal and non formal transactional (<i>to get things done</i>) and interpersonal (<i>socializing</i>) conversations in accurate, fluent, and acceptable spoken language in the</p>	<p>a. Cognitive</p> <p>1) Identifying the expressions of congratulation in conversations carefully</p> <p>2) Saying the expressions of congratulation with the correct pronunciation accurately</p> <p>3) Using the expressions of congratulation in a semi-guided speaking task in the form of pair work confidently, politely, and honestly</p> <p>b. Psychomotor</p> <p>1) Saying the expressions of congratulation with the correct pronunciation accurately</p> <p>2) Performing a semi-guided speaking task in the form of pair work confidently,</p>	<p>Input text: Video</p> <p>Vocabulary and Pronunciation of some words</p> <ul style="list-style-type: none"> • congratulation • curious • engagement • polite • relationship <p>Example:</p> <p>Situation: Tom congratulates Dini for her promotion.</p> <p>Tom: Congratulations on your promotion, Din.</p> <p>Dini: Thank you very much.</p> <p>Other expression and respond</p> <p>A: I must congratulate you on your success.</p> <p>B: Thanks a lot.</p> <p>Expressions:</p> <ul style="list-style-type: none"> • Please accept my warmest congratulations on your wedding day. • Please accept my heartiest congratulations. • Congratulations. • Congratulation on <p>Responds:</p>	<p>Lead in</p> <p>1) Playing a video clip to attract the students attention and motivation</p> <p>2) Giving some questions related to the material that will be learnt</p> <p>Presentation</p> <p>3) Pronouncing some words and find the meaning from each words</p> <p>4) Playing a video that contains a conversation about congratulation</p> <p>5) Asking the students to guess and find the expressions of congratulation from the video</p> <p>6) Asking the students some questions related to the video</p> <p>7) Showing other expressions of congratulation</p> <p>8) Pronouncing the expressions of</p>	<p>2 x 4 5 ,</p>	<ul style="list-style-type: none"> ▪ Laptop and LCD projector ▪ Speaker ▪ Video from http://youtu.be/bn23Ck47Eog ▪ Pictures ▪ Role play cards ▪ Blundell Jon, Higgins Jonathan, and Middlemiss Nigel. 1982. <i>Function in English</i>. Hong Kong: Oxford University Press. ▪ Dody Achmad, A. Sugeng, and Effendi. 2008. <i>Developing English Competencies for Grade X Senior High School (SMA/MA)</i>. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

		context of daily life and involving expressions of thanking, compliment and congratulation	<p>politely, and honestly</p> <p>3) Performing a conversation in the form of group of three confidently</p> <p>c. Affective</p> <p>1) Developing the characters of: a) cooperative, b) confident, e) polite, f) honest, g) careful, and h) caring in the designed speaking activities and tasks</p> <p>2) Developing some other characters that are generated from the selected input text, such as: a) discipline, b) active, c) creative, d) being willing to take risk for learning, and f) obeying rules (obedient)</p> <p>3) Developing communicative competence to survive in social interaction that involves: a) asking and answering questions, b) expressing congratulation, and c) communicating in polite manner</p>	<ul style="list-style-type: none"> • Thank you. • Thanks. 	<p>congratulation</p> <p>Practice</p> <p>9) Completing dialogues with relevant expressions and then acting out in pairs.</p> <p>10) Giving the most appropriate expression and response of congratulation based on the situations</p> <p>11) Completing dialogue with the expressions in the box. Then, performing it with their partner</p> <p>Production</p> <p>12) Performing a role play based on the role play cards in front of the class</p>		<p>▪ Priyana Joko, Arnys Rahayu Iriyanti, and Virga Renitasari. 2008.</p> <p><i>Interlanguage: English for Senior High School Students</i> X. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.</p>
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2	9. Expressing meanings in transactional and interpersonal conversations in the context of daily life	<p>Listening</p> <p>7.1. Responding meanings in formal and non formal transactional (<i>to get things done</i>) and interpersonal (<i>socializing</i>) conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving expressions of thanking, compliment, and congratulation.</p> <p>Speaking</p> <p>9.1. Expressing meanings in formal and non formal transactional (<i>to get things done</i>) and interpersonal (<i>socializing</i>) conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving expressions of thanking, compliment and congratulation.</p>	<p>a. Cognitive</p> <p>1) Identifying the expressions of compliment in conversations carefully</p> <p>2) Saying the expressions of compliment with the correct pronunciation accurately</p> <p>3) Using the expressions of compliment in a semi-guided speaking task in the form of pair work confidently, politely, and honestly</p> <p>4) Using the expressions of compliment in with regard to the pictures given in the form of pair work confidently, politely, and honestly</p> <p>5) Using the expressions of compliment in a survey game confidently, politely, and honestly</p> <p>6) Using the expressions of compliment in with regard to the situations given in the form of pair work carefully and</p>	<p>Input text: Video</p> <p>Vocabulary and Pronunciation of some words</p> <ul style="list-style-type: none"> • compliment • graduation • clinch • modest • outfit • fashionable <p>Example: Situation: Fadli compliments Riri for her nice dress. Fadli: You look good in that dress, Riri. Riri: Thank you.</p> <p>Other expression and respond A: That's a lovely cake. B: I'm glad you like it.</p> <p>Expressions of Compliment "That was a nice lunch." "What a lovely garden." "You're really a good cook." "You've done a great job." "You did it very well." "You're doing great." "Well done." "Fantastic!"</p> <p>Responding to Compliment "Thank you" "I'm glad you enjoyed it" "Thanks. Do you really think so?" "Thank you very much. It's nice of you to say so." "Thanks a lot,"</p>	<p>Lead in</p> <p>1) Playing a video clip to attract the students attention and motivation</p> <p>2) Giving some questions related to the material that will be learnt</p> <p>Presentation</p> <p>3) Pronouncing some words and find the meaning from each words</p> <p>4) Playing a video that contains a conversation about compliment</p> <p>5) Identifying the expressions of compliment from the video</p> <p>6) Asking the students some questions related to the video</p> <p>7) Showing other expressions of compliment and the usage</p> <p>8) Pronouncing the expressions of compliment</p> <p>Practice</p> <p>9) Finding some expressions and responses of compliment from another video</p> <p>10) Giving appropriate expressions and</p>	<p>2 x 4 5 ,</p> <ul style="list-style-type: none"> ▪ Laptop and LCD projector ▪ Speaker ▪ Pictures ▪ Video from http://youtu.be/ajk83JjJWDg and http://youtu.be/D2V2Qd5g7qc ▪ Situation cards ▪ Blundell Jon, Higgins Jonathan, and Middlemiss Nigel. 1982. <i>Function in English</i>. Hong Kong: Oxford University Press. ▪ Dody Achmad, A. Sugeng, and Effendi. 2008. <i>Developing English Competencies for Grade X Senior High School (SMA/MA)</i>. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. ▪ Priyana Joko, Arnys Rahayu Irjayanti, and Virga Renitasari. 2008. <i>Interlanguage: English for Senior</i>
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			<p>confidently</p> <p>d. Psychomotor</p> <ol style="list-style-type: none"> 1) Saying the expressions of compliment with the correct pronunciation accurately 2) Performing a semi-guided speaking task in the form of pair work confidently, politely, and honestly 3) Performing conversation with the picture cues for practicing the expressions of compliment confidently 4) Performing a survey game for practicing the expressions of compliment confidently <p>e. Affective</p> <ol style="list-style-type: none"> 1) Developing the characters of: a) cooperative, b) confident, e) polite, f) honest, g) careful, and h) caring in the designed speaking activities and tasks 2) Developing some other characters that are generated from the selected input text, such as: a) discipline, b) active, c) creative, d) being 	<p>Three ways to give a compliment:</p> <ol style="list-style-type: none"> 1. By saying something nice about the object 2. By asking how the person made it or where it was bought (but not how much it cost) 3. By asking for another look or another serving, if it is food. <p>In certain case, you may accept the compliment but deny what the person has said to compliment you. Some people do this to appear modest:</p> <p>Example:</p> <p>Friend : That was a great dinner. You must have spent all day cooking.</p> <p>You : Thanks.</p> <p>But it really only took an hour.</p>	<p>responses based on the given pictures</p> <ol style="list-style-type: none"> 11) Matching the appropriate expressions and the given situations then saying it orally 12) Playing "Survey" game 13) Performing a role play based on the cards in front of the class 		<p><i>High School Students X.</i></p> <p>Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.</p> <p>▪ Tillitt Bruce, B. Mary Newton. 1985. <i>Speaking Naturally: Communication Skills in American English</i>. United States of America: Cambridge University Press.</p>
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			<p>willing to take risk for learning, and f) obeying rules (obedient)</p> <p>3) Developing communicative competence to survive in social interaction that involves: a) asking and answering questions, b) expressing compliment, and c) communicating in polite manner</p>				
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D. LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN (LESSON PLAN)

School : SMA Berbudi Yogyakarta
Grade/Semester : X/ 2
Subject : English
Text Type : Transactional and Interpersonal
Topic : Thanking
Language Skill : Speaking
Time Allotment : 2 x 45 minutes

A. STANDARD OF COMPETENCE

Expressing meanings in transactional and interpersonal conversations in the context of daily life

(Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari)

B. BASIC COMPETENCE

Expressing meanings in formal and non formal transactional (*to get things done*) and interpersonal (*socializing*) conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving **expressions of thanking**, compliment and congratulation

(Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (*bersosialisasi*) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: **berterima kasih**, **memuji**, dan mengucapkan selamat)

C. INDICATORS

a. Cognitive

- 1) Identifying the expressions of thanking in conversations carefully
- 2) Saying the expressions of thanking with the correct pronunciation accurately
- 3) Using the expressions of thanking in semi-guided speaking tasks in the form of pair work confidently, politely, and honestly

b. Psychomotor

- 1) Saying the expressions of thanking with the correct pronunciation accurately
- 2) Performing a semi-guided speaking task in the form of pair work confidently, politely, and honestly
- 3) Practicing the expressions of thanking confidently

c. Affective

- 1) Developing the characters of: a) cooperative, b) confident, e) polite, f) honest, g) careful, and h) caring in the designed speaking activities and tasks

- 2) Developing some other characters that are generated from the selected input text, such as: a) discipline, b) active, c) creative, d) being willing to take risk for learning, and f) obeying rules (obedient)
- 3) Developing communicative competence to survive in social interaction that involves: a) asking and answering questions, b) expressing thank, and c) communicating in polite manner

D. LEARNING OBJECTIVES

a. Cognitive

- 1) Being given a video and some stimulating questions, the students are capable of brainstorming certain expressions of thanking
- 2) Being given a model by the teacher, the students are able to say the expressions of thanking with the correct pronunciation, stress, and intonation accurately
- 3) Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of thanking carefully
- 4) Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of thanking in a semi-guided speaking activity in the form of pair work confidently, politely, and honestly.
- 5) Being given a game, the students are capable of practicing the expressions of thanking confidently
- 6) Being given some situation cues, the students are able to make a conversation that contain the expressions of thanking in the form of pair work carefully and confidently

b. Affective

Characters Development

Having been engaged in a learning-oriented process, the students are able to integrate and develop such positive character as cooperative, confident, polite, honest, and caring.

Communicative Competence

Having been engaged in a learning-oriented process, the students are able to integrate and develop such strategic competence for communicating in daily interaction as: a) asking and answering questions, b) expressing thank, and c) communicating in polite manner

E. LEARNING MATERIALS

A dialogue including expressions of thanking, for example: *Attached (Appendix)*

Expressions of thanking in the dialogue

”Thanks”

Responding to thanks in the dialogue

“Thank you too”

Vocabulary and Pronunciation of some words

- thank
- sorry
- postpone
- date
- appointment
- important
- dinner
- know
- participant

Example:

Formal

Situation: Mr. Ahmad thanks to Mr. Wawan when leaving a party.

Mr. Ahmad: Thank you so much for the lovely evening.

Mr. Wawan: You’re quite welcome. We’d been looking forward to seeing you for a long time.

Informal

Situation: Sandy thanks to Jon for giving her a shirt.

Sandy: That’s a nice shirt, Jon. Thank you.

Jon: You’re welcome.

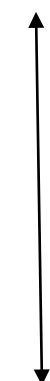
Other expressions of thanking

More

EXPRESSING THANKS

RESPONSES

Formal



Less

Formal

I’m so grateful for ...
 Thank you very much for ...
 Thank you so much for ...
 Thank you for ...
 That was nice of you. Thank you.
 Thanks a lot for ...
 I really appreciate (the invitation).
 Thanks!

Thanks a million!
 Thanks a million!

You’re entirely welcome.
 Don’t mention it.
 You’re welcome.
 It was my pleasure.
 Don’t mention it.
 You’re welcome.
 You’re welcome.
 It was nothing. What are friends for?

Don’t worry about it.
 Forget it.

Situations

Formal: when you are talking with someone who is older than you (someone in the first meeting, your boss, your manager, etc).

Less Formal: when you are talking with someone who knows about you (your friend, your sister or brother, etc).

There are the most common situations that require thanks. In general, people thank someone for a gift, a favor, an offer of help, a compliment and a wish of success, asked about their health, an invitation, leaving a party or social gathering and for services.

Example:

Thanking for a gift

The person receiving the gift usually says three things:

- a) an expressions of thanks,
e.g. Mike: Oh, thank you!
- b) a compliment of a gift itself, showing that the recipient likes the gift,
e.g. Jack: It's beautiful. Thank you very much. I've always wanted a picture from Japan.
- c) a question related to the gift (its origin, use, maker, etc) to show interest in the gift,
e.g. Janie: oh, thank you! I just love roses! Are they from your garden?

F. TEACHING AND LEARNING METHOD: PPP (Presentation, Practice and Production)

G. TEACHING-LEARNING ACTIVITIES

❖ Opening Activities

- 1) Greeting
Teacher greets the students.
- 2) Checking attendance
Teacher checks the students' attendance.
- 3) Preparing class condition
Teacher prepares the class condition.
- 4) Lead in
Teacher gives the students apperception to attract their attention.
 - a. Teacher shows a video from Dido entitled Thank You to the students.
 - b. Teacher asks them about the things that can make them thank to others.

❖ Main Activities

Presentation

- 1) The students pronounce some words and find the meaning from each word. **Task 1**
- 2) Teacher plays a video that contains a conversation about thanking.
- 3) Teacher asks the students to guess and identify the expressions of thanking from the video. **Task 2**
- 4) Teacher asks the students some questions related to the video. **Task 3**
- 5) Teacher shows other expressions of thanking and explains the usage.
- 6) Teacher pronounces the expressions of thanking and the students repeat after her. **Task 4**

Practice

- 1) Teacher leads the students to play "Throw the ball" game. **Task 5**
- 2) Teacher gives task to the students and asks them to complete dialogues with relevant expressions and then act them out in pairs. **Task 6**

- 3) Teacher asks the students to complete dialogues with the suitable expressions in the box and then act them out in pairs. **Task 7**

Production

Teacher gives the students some situation cards. The students act their dialogues out in front of the class. **Task 8**

❖ **Closing Activities**

- 1) Summarizing
Teacher and the students summarize the lesson.
- 2) Reflection
Teacher and the students do a reflection.
- 3) Further guidance
Teacher gives the students homework.
- 4) Leave taking
Teacher ends the lesson.

H. LEARNING RESOURCES

- ❖ Laptop, LCD projector, and speaker
- ❖ Video from <http://youtu.be/-KPw7cLr3dw>
- ❖ Blundell Jon, Higgins Jonathan, and Middlemiss Nigel. 1982. *Function in English*. Hong Kong: Oxford University Press.
- ❖ Dody Achmad, A. Sugeng, and Effendi. 2008. *Developing English Competencies for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- ❖ Priyana Joko, Arnys Rahayu Irjayanti, and Virga Renitasari. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- ❖ Tillitt Bruce, B. Mary Newton. 1985. *Speaking Naturally: Communication Skills in American English*. United States of America: Cambridge University Press.

I. ASSESSMENT

a. Assessment Indicators

Indicator	Type of Activity/ Task	Technique of Task Delivery	Instrument
While interacting with the whole class to do throw the ball game, the students take turns expressing and responding to thanks.	Fluency & accuracy-based speaking task	“Throw the Ball” Game	The teacher asks the students to make a cycle. To start with, the teacher throws the ball to one of the students and initiates the expressions of thanking. Then, the student responds it and then throws the ball to his/ her friend.
Using the expressions of	Fluency &	Pair work	Complete the dialogues below with

thanking in pair work	accuracy-based speaking task		relevant expressions and then act them out in pairs.
Filling in missing gaps the expressions of thanking in pair work	Fluency & accuracy-based speaking task	Pair work	Complete the following dialogue with the suitable expressions in the box. Then, perform it in pairs.
Using the expressions of thanking in the conversation in the form of pair work	Fluency & accuracy-based speaking task	Pair work	Work in pairs. Make a dialogue based on the situation cards and use expressions of thanking and responding to thanks. Then, act it out.

b. Speaking Assessment Rubric

a) Speaking Assessment Rubric

No	Description	Status (Band)	Range of Score
1-4	Speaking fluently with accurate grammar, diction and pronunciation.	Great (5)	86 – 100
	Speaking with occasional hesitations although the hesitations do not interfere with communication, demonstrating correct grammar, vocabulary, and pronunciation.	Good (4)	71 – 85
	Speaking hesitantly because of rephrasing and searching for words, making some grammatical, pronunciation, and vocabulary mistakes.	Okay (3)	56 – 70
	Producing disconnected speech (speaking in single-word utterances and short patterns), making many mistakes of grammar, vocabulary, and pronunciation.	Poor (1-2)	≤55

b) Character Observation Checklist

No	Indicator of Character Development	Qualitative value	Keterangan
1.	Politeness		
	a. Using many politeness expressions (please, thanks, etc.)	Having been internalized	Membudaya Konsisten
	b. Using politeness expressions (please, thanks, etc.) many times	Starting to develop	Mulai Berkembang
	c. Using politeness expressions (please, thanks, etc.) one or two times	Starting to appear	Mulai Terlihat
	d. Never using politeness expressions (please, thanks, etc.)	Not even emerging yet	Belum Terlihat
2.	Cooperative		
	a. Showing the ability and the willingness to cooperate consistently	Having been internalized	Membudaya Konsisten
	b. Showing the willingness to cooperate frequently	Starting to develop	Mulai Berkembang
	c. Showing the symptoms to be willing to cooperate with peers	Starting to appear	Mulai Terlihat
	d. Does not show the symptoms to be willing to cooperate with peers yet	Not even emerging yet	Belum Terlihat
3.	Self confident		
	a. Speaking confidently, managing eye contact to communicate with peers, empowering natural body language naturally	Having been internalized	Membudaya Konsisten
	b. Speaking quite hesitantly, avoiding eye contact when communicating with peers, empowering less natural body language	Starting to develop	Mulai Berkembang
	c. Speaking with frequent hesitation, avoiding eye contact when communicating frequently, empowering less natural body language	Starting to appear	Mulai Terlihat
	d. Speaking in hesitation, failing to utilize eye contact for communication, the use of the body language is not natural at all	Not even emerging yet	Belum Terlihat

c. Speaking Assessment Sheet

No	Name	Status	Score
1	Azis		
2	Adit		
3	Laily		
4	Reni		
5	Aprilia		
6	Rian Fitri		
7	Rian Pramudi		
8	Syahrul		
9	Ferix		

d. Character Observation Sheet

No	Name	Character			Note
		Politeness	Cooperative	Self-confident	
1	Azis				
2	Adit				
3	Laily				
4	Reni				
5	Aprilia				
6	Rian Fitri				
7	Rian. P				
8	Syahrul				
9	Ferix				

Yogyakarta, March , 2012

Approved by,
English teacher

Researcher

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SPEAKING

LEAD-IN

Listen and watch a video clip that will be played by your teacher.



TASK 1

Pronounce some words in the table below and find the meaning. You may open your dictionary.

Words	Pronunciation	Meaning
1. sorry	/ˈsɒr.i/	
2. postpone	/pəʊs t 'pəʊn/	
3. date	deɪ t/	
4. appointment	/ə'pɔɪnt.mənt/	
5. important	/ɪ m'pɔː t ə nt/	
6. dinner	/ˈdɪ n.ə r/	
7. know	/nəʊ/	
8. participant	/pɑː'tɪ s.ɪ .p ə nt/	
9. thank	/θæŋk/	



Conversation transcript from the video

Situation : Wanita calls Els to inform that the dinner with Michel, Bob, and him will be postponed until Friday. Wanita thanks to Els for agreeing to postpone their dinner.

(The telephone rings)

Els	: Hello
Wanita	: Hi, Els. This is Wanita.
Els	: Oh ... Hi, Wanita. How are you this evening?
Wanita	: Emm ... Not so good sorry to say.
Els	: Oh ... Really? What's wrong? Are you okay?
Wanita	: Well, I'm fine but I am calling to postpone our date.
Els	: You want to postpone our date.
Wanita	: Yes, Michel has an appointment and she can't cancel it.
Els	: Oh, I see. Emm ... It seems important.
Wanita	: It's rather important.
Els	: So, when you want to postpone our date?
Wanita	: Emm ... It's Friday ... okay?
Els	: Friday? This Friday? The day after tomorrow?
Wanita	: Yes, is that okay?
Els	: Yeah ... that's great. I'm so happy. I think you want to postpone it longer.
Wanita	: No way. I really want to have dinner with you, Bob and Michel.
Els	: That's great.
Wanita	: Okay. Can you please tell Bob if you see him?
Els	: Yes, sure. I'll tell bob that we postpone dinner until Friday.
Wanita	: Okay. That's all. Thanks.
Els	: Okay. Thank you too ... Bye.
Wanita	: Bye.

(After the telephone)

Els	: Bob, We postpone dinner until Friday.
Bob	: Friday? Okay, No problem.



Video from <http://youtu.be/-KPw7cLr3dw>

TASK 2

Identify the expressions of thanking and how to respond it from the video.

TASK 3

Answer these questions orally.



1. How many participants are there in the conversation?
2. What is the relationship between the speakers?
3. How did the conversation happen?
4. Why did Wanita call Els?
5. Why did Wanita decide to postpone her date?
6. With whom Wanita would have dinner?
7. Who were Michel and Bob?
8. When did she want to postpone the date to?
9. What should Els do for her?
10. What did Wanita say to Els because he wanted to postpone their date?
11. What did Els respond to Wanita?

TASK 4

Study the explanations below.

EXPRESSIONS OF THANKING

*More
formal*



*Less
formal*

EXPRESSING THANKS	RESPONSE
I'm very grateful for ...	You're welcome.
Thank you very much for ...	Don't mention it.
Thank you so much for ...	That's all right.
Thank you for ...	It was my pleasure.
That was nice of you. (Thank you.)	That's OK.
They're beautiful! But you didn't need to (give me anything).	But I wanted to.
Thanks a lot for ...	You're welcome.
I really appreciate (the invitation).	Sure.
Thanks!	It was nothing. What are friends for?
Thanks a million!	Don't worry about it. Forget it.





Situations

Formal: when you are talking with someone who is older than you (someone in the first meeting, your boss, your manager, etc).

Less Formal: when you are talking with someone who knows about you (your friend, your sister or brother, etc).

There are the most common situations that require thanks. In general, people thank someone for a gift, a favor, an offer of help, a compliment and a wish of success, asked about their health, an invitation, leaving a party or social gathering and for services.

Example:

Thanking for a gift

The person receiving the gift usually says three things:

- a) an expressions of thanks,
e.g. Mike: Oh, thank you!
- b) a compliment of a gift itself, showing that the recipient likes the gift,
e.g. Jack: It's beautiful. Thank you very much. I've always wanted a picture from Japan.
- c) a question related to the gift (its origin, use, maker, etc) to show interest in the gift,
e.g. Janie: oh, thank you! I just love roses! Are they from your garden?

TASK 5

Let's play a game.



"Throw the Ball" Game

The teacher asks the students to make a round. To start with, the teacher throws the ball to one of the students and initiates the expressions of thanking. Then, the student responds to and then throws the ball to his/ her friend.

TASK 6

Complete the dialogues below with relevant expressions and then act them out in pairs.

1. Arnys : Thank you very much for your kindness. I wouldn't be able to do that by myself.
 Ruben : _____. You can call me any time you need me.



2. Marcell : I got A for my story telling assignment. You're the one who gave me the idea about the story I told the class. _____.
 Anita : I'm glad it's helpful.

3. Adib : I have given the story book we bought yesterday to my sister. She loves the book you have chosen. That was really nice of you.
 Ayu: _____. You know, most girls love to read romantic stories.



4. Retno : Thank you very much for lending me all of your story books. I have my niece stay at home all day long.
 Virga : _____.

5. Andi : I was blessed for having you as my friend. You are always there when I need your help. _____.
 Denias : It was the least I could do. That's what friends are for.



TASK 7

Complete the following dialogue with the suitable expressions in the box. Then, perform it in pairs.

Maya : Hey, Aji. Could you help me bring these books to Didi's class?

Aji : Yes, sure.

Maya : 1) _____

Aji : Any time.

Maya : By the way, have you heard the latest news about our school?

Aji : No, I haven't. What's that?

Maya : We won the first prize in the Drama Competition held by the local government.

Aji : 2) _____ I never know we have a good drama club.

Maya : Well, you have to change your perspective. Anyway, thanks for helping me.

Aji : 3) _____

Maya : So, let's go to the cafeteria. Let me buy you a drink.

Aji : Really? Thank you so much.



Thank you
Wow, fantastic!
My pleasure

TASK 8

Role play

Choose one of these cards then make a dialogue based on the situations below. Act it out with your partner.

SITUATION
CARD A

Your classmate gives you a gift in your birthday. What will you say to him?

SITUATION
CARD B

Your mother gives you new dress. What will you say to her?

SITUATION
CARD C

Your classmate accompanies you to buy a book of foreign folktales. What will you say to him?

SITUATION
CARD D

Your sister helps you to take care of your novel collection. What will you say to her?

RENCANA PELAKSANAAN PEMBELAJARAN (LESSON PLAN)

School : SMA Berbudi Yogyakarta
Grade/Semester : X/ 2
Subject : English
Text Type : Transactional and Interpersonal
Topic : Expressions of Congratulation
Language Skill : Speaking
Time Allotment : 2 x 45 minutes

A. STANDARD OF COMPETENCE

Expressing meanings in transactional and interpersonal conversations in the context of daily life

(Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari)

B. BASIC COMPETENCE

Expressing meanings in formal and non formal transactional (*to get things done*) and interpersonal (*socializing*) conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving expressions of thanking, compliment and **congratulation**

(Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan **mengucapkan selamat**)

C. INDICATORS

a. Cognitive

- 1) Identifying the expressions of congratulation in conversations carefully
- 2) Saying the expressions of congratulation with the correct pronunciation accurately
- 3) Using the expressions of congratulation in a semi-guided speaking task in the form of pair work confidently, politely, and honestly

b. Psychomotor

- 1) Saying the expressions of congratulation with the correct pronunciation, stress, and intonation accurately
- 2) Performing a semi-guided speaking task in the form of pair work confidently, politely, and honestly
- 3) Performing a conversation in the form of group of three confidently

c. Affective

- 1) Developing the characters of: a) cooperative, b) confident, e) polite, f) honest, g) careful, and h) caring in the designed speaking activities and tasks
- 2) Developing some other characters that are generated from the selected input text, such as: a) discipline, b) active, c) creative, d) being willing to take risk for learning, and f) obeying rules (obedient)
- 3) Developing communicative competence to survive in social interaction that involves: a) asking and answering questions, b) expressing congratulation, and c) communicating in polite manner

D. LEARNING OBJECTIVES**a. Cognitive**

- 1) Being given a video and some stimulating questions, the students are capable of brainstorming certain expressions of congratulation
- 2) Being given a model by the teacher, the students are able to say the expressions of congratulation with the correct pronunciation accurately
- 3) Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of congratulation carefully
- 4) Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to complete the missing gaps that contain the expressions of congratulation in a semi-guided speaking activity in the form of pair work confidently, politely, and honestly.
- 5) Being given some situation cues, the students are able to make a conversation that contains the expressions of congratulation in the form of group of three carefully and confidently

b. Affective**Characters Development**

Having been engaged in a learning-oriented process, the students are able to integrate and develop such positive character as cooperative, confident, polite, honest, and caring.

Communicative Competence

Having been engaged in a learning-oriented process, the students are able to integrate and develop such strategic competence for communicating in daily interaction as: a) asking and answering questions, b) expressing congratulating, and c) communicating in polite manner

E. LEARNING MATERIALS

A dialogue including expressions of congratulation, for example: *Attached (Appendix)*

Expressions of congratulation in the dialogue

"Congratulations"

Other Expressions of Congratulation

"Please accept my warmest congratulations on your wedding day"

"Please accept my heartiest congratulations."

"I must congratulate you on your success."

"Congratulations on your promotion."

Responding to Congratulation

"Thank you"

"Thanks"

"Thank you very much."

"Thanks a lot,"

F. TEACHING AND LEARNING METHOD: PPP (Presentation, Practice and Production)

G. TEACHING-LEARNING ACTIVITIES

❖ Opening Activities

- 1) Greeting
Teacher greets the students.
- 2) Checking attendance
Teacher checks the students' attendance.
- 3) Preparing class condition
Teacher prepares the class condition.
- 4) Lead in
Teacher gives the students apperception to attract their attention.
 - a. Teacher shows a video of congratulation and celebration to the students.
 - b. Teacher asks them about the things that can make them congratulate to others.

❖ Main Activities

Presentation

- 1) The students pronounce some words and find the meaning from each word. **Task 1**
- 2) Teacher plays a video that contains a conversation about congratulation.
- 3) Teacher asks the students to guess and find the expressions of congratulation from the video. **Task 2**
- 4) Teacher asks the students some questions related to the video. **Task 3**
- 5) Teacher shows other expressions of congratulation.
- 6) Teacher pronounces the expressions of congratulation and the students repeat after her. **Task 4**

Practice

- 1) Teacher gives task to the students and asks them to complete dialogues with relevant expressions and then act them out in pairs. **Task 5**
- 2) Teacher asks the students to give the most appropriate expression and response of congratulation based on the situations. **Task 6**
- 3) Teacher asks the students to complete dialogue with the expressions in the box then, perform it with their partner. **Task 7**

Production

Teacher asks the students to make a group of three and then make a dialogue based on the given role cards. The students act their dialogues out in front of the class.

Task 8

❖ Closing Activities

- 1) Summarizing
Teacher and the students summarize the lesson.
- 2) Reflection
Teacher and the students do a reflection.
- 3) Further guidance
Teacher gives the students homework.
- 4) Leave taking
Teacher ends the lesson.

H. LEARNING RESOURCES

- ❖ Laptop and LCD projector
- ❖ Video from <http://youtu.be/bn23Ck47Eog>
- ❖ Blundell Jon, Higgins Jonathan, and Middlemiss Nigel. 1982. *Function in English*. Hong Kong: Oxford University Press.
- ❖ Dody Achmad, A. Sugeng, and Effendi. 2008. *Developing English Competencies for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- ❖ Priyana Joko, Arnys Rahayu Iriyanti, and Virga Renitasari. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

I. ASSESSMENT

a. Assessment Indicators

Indicator	Type of Activity/ Task	Technique of Task Delivery	Instrument
Identifying the expressions of congratulation from the conversation	Fluency & accuracy-based speaking task	Question-answer	Identify the expressions of congratulation and how to respond it from the video.
Brainstorming certain expressions of congratulation related to the questions given	Fluency & accuracy-based speaking task	Question-answer	Answer the questions orally!
Using the expressions of compliment in pair work	Fluency & accuracy-based speaking task	Pair work	Complete the dialogues below with relevant expressions and then act them out in pairs.

Using the expressions of congratulation based on the picture cues in the form of pair work	Fluency & accuracy-based speaking task	Pair work	Give the most appropriate expression and response of congratulation based on the pictures given.
Filling in missing gaps the expressions of congratulation in pair work	Fluency & accuracy-based speaking task	Pair work	In pairs, complete the following dialogue with the suitable expressions in the box. Then, perform it with your partner.
Using the expressions of congratulation in the conversation in the form of group	Fluency & accuracy-based speaking task	A group of three	Role play Choose one of these role play cards then make a dialogue based on the situations. Act it out in a group of three.

b. Speaking Assessment Rubric

a) Speaking Assessment Rubric

No	Description	Status (Band)	Range of Score
1-4	Speaking fluently with accurate grammar, diction and pronunciation.	Great (5)	86 – 100
	Speaking with occasional hesitations although the hesitations do not interfere with communication, demonstrating correct grammar, vocabulary, and pronunciation.	Good (4)	71 – 85
	Speaking hesitantly because of rephrasing and searching for words, making some grammatical, pronunciation, and vocabulary mistakes.	Okay (3)	56 – 70
	Producing disconnected speech (speaking in single-word utterances and short patterns), making many mistakes of grammar, vocabulary, and pronunciation.	Poor (1-2)	≤55

b) Character Observation Checklist

No	Indicator of Character Development	Qualitative value	Keterangan
1.	Politeness		
	a. Using many politeness expressions (please, thanks, etc.)	Having been internalized	Membudaya Konsisten
	b. Using politeness expressions (please, thanks, etc.) many times	Starting to develop	Mulai Berkembang
	c. Using politeness expressions (please, thanks, etc.) one or two times	Starting to appear	Mulai Terlihat
	d. Never using politeness expressions (please, thanks, etc.)	Not even emerging yet	Belum Terlihat
2.	Cooperative		
	a. Showing the ability and the willingness to cooperate consistently	Having been internalized	Membudaya Konsisten
	b. Showing the willingness to cooperate frequently	Starting to develop	Mulai Berkembang
	c. Showing the symptoms to be willing to cooperate with peers	Starting to appear	Mulai Terlihat
	d. Does not show the symptoms to be willing to cooperate with peers yet	Not even emerging yet	Belum Terlihat
3.	Self confident		
	a. Speaking confidently, managing eye contact to communicate with peers, empowering natural body language naturally	Having been internalized	Membudaya Konsisten
	b. Speaking quite hesitantly, avoiding eye contact when communicating with peers, empowering less natural body language	Starting to develop	Mulai Berkembang
	c. Speaking with frequent hesitation, avoiding eye contact when communicating frequently, empowering less natural body language	Starting to appear	Mulai Terlihat
	d. Speaking in hesitation, failing to utilize eye contact for communication, the use of the body language is not natural at all	Not even emerging yet	Belum Terlihat

c. Speaking Assessment Sheet

No	Name	Status	Score
1	Azis		
2	Adit		
3	Laily		
4	Reni		
5	Aprilia		
6	Rian Fitri		
7	Rian Pramudi		
8	Syahrul		
9	Ferix		

d. Character Observation Sheet

No	Name	Character			Note
		Politeness	Cooperative	Self-confident	
1	Azis				
2	Adit				
3	Laily				
4	Reni				
5	Aprilia				
6	Rian Fitri				
7	Rian. P				
8	Syahrul				
9	Ferix				

Yogyakarta, March , 2012

Approved by,
English teacher

Researcher

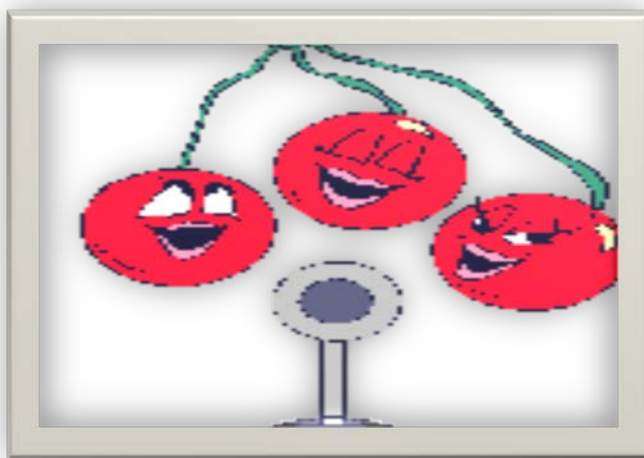
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LEAD-IN

Listen and watch a video clip that will be played by your teacher.



TASK 1

Pronounce some words in the table below and find the meaning. You may open your dictionary.

Words	Pronunciation	Meaning
1. Congratulation	/kənˌgræt.juˈleɪ.ʃ ə n/	
2. Curious	/'kjʊə.ri.əs/	
3. engagement	/ɪnˈgeɪdʒ.mənt/	
4. marriage	/'mæɪ.rɪ dʒ	
5. polite	/pəˈlaɪ t/	
6. relationship	/rɪˈleɪ.ʃ ə n.ʃɪ p/	



Conversation transcript from the video

Situation : Maria meets John at the office and they are talking about Maria's engagement. John congratulates her.

John : You seem very happy today.
 Maria : Yes, I am. You are my best friend. I want to share good news with you.
 John : What is that? I'm curious to know.
 Maria : My parents have found a suitable match for me. I'm going to be engaged now.
 John : **Congratulations.** When is the engagement?
 Maria : It is on the coming Sunday.
 John : Good. What is the man's job?
 Maria : He is a business man.
 John : What kind of business does he do?
 Maria : He has a garment.
 John : Where does he live?
 Maria : He lives near my house.
 John : Do you love him?
 Maria : I have already told you my parents have found him.
 John : What does he look like?
 Maria : He is handsome and tall man. He has good personality. He is educated. He is polite. He doesn't smell pour drink.
 John : Have you done shopping for engagement?
 Maria : No, I will go for shopping with him tomorrow but now I have to go to meeting.



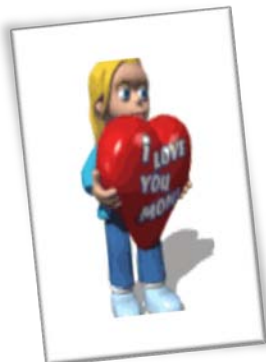
Video from <http://youtu.be/bn23Ck47Eog>

TASK 2

Identify the expressions of congratulation from the video.

TASK 3

Answer these questions orally.



1. How many persons are there in the video? Who are they?
2. What is the relationship between them?
3. Where do you think the setting of the video?
4. What do you think the conversation is about?
5. What kind of expression that is used in the conversation?
6. What does John say to congratulate Maria?

TASK 4

Study the explanations below.

EXPRESSIONS OF CONGRATULATION

EXPRESSIONS	RESPONSE
Please accept my heartiest congratulations.	Thank you.
I must congratulate you on your success.	Thanks.
Congratulations on your (promotion).	Thank you very much.
Congratulation!	Thanks a lot.
Well done.	
Fantastic!	
Terrific!	



TASK 5

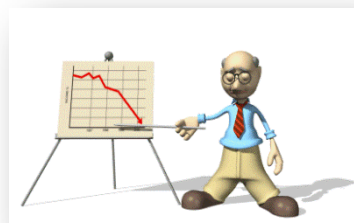
Complete the dialogues below with relevant expressions and then act them out in pairs.

1. Ruben : Congratulations on getting a free coupon to borrow movies from 'Nemo' DVD rental.
Anita : _____



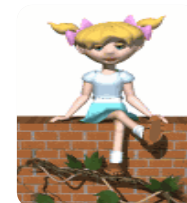
2. Adib : I like your job. Congratulations you will be the manager now.
Denias : _____

3. Arnys : _____ everybody in the club loves your work.
Marcell : Thank you.
Arnys : Where did you get the idea?
Marcell : A scene in The Lord of The Rings inspired me.



4. Retno : I saw your performance on TV yesterday. _____ you have impressed the jury.
Andi : Thanks. I worked hard to prepare everything.

5. Virga : It seems that your diet programme works on you. You're looking good.
Fanya : _____



TASK 6

Give the most appropriate expression and response of congratulation based on the pictures below.

		
Your friend becomes the winner in the English competition.	You give your girl friend a present and congratulate her for being the winner for the National debate competition.	You congratulate Shintia because she becomes the top rank in your class.
		
You congratulate Nania because she becomes the runner up in the poetry reading competition.	Sigit becomes the best goalkeeper in that school.	Dodi is the winner of drawing competition in the Independent day.
		
You congratulate your brother for his wedding.	You congratulate your mother for her birthday.	You congratulate Nirmala for being the best in the graduation day.

TASK 7

In pairs, complete the following dialogue with the suitable expressions in the box. Then, perform it with your partner.

- ❖ You look charming in that white gown.
- ❖ What a gorgeous boy!
- ❖ Congratulations on your birthday.
- ❖ Thank you.

Gina : Congratulations on your 16th birthday.
 Retno : Thank you.
 Anita : 1) _____
 Retno : Thank you for saying so. You look so sweet in that red vest.
 Anita : Thanks. Look, Denias is coming! 2) _____
 Gina : He looks so cute with his new hair cut.
 Retno : Yes, you're right.
 Denias : Hi, Retno. 3) _____
 Retno : Thanks. By the way, congratulations on winning the first prize on Photography Competition.
 Denias : 4) _____
 Anita : Your idea was brilliant. I think you're a genius.
 Denias : Oh, not really.
 Retno : Anyway, let's start the party.

TASK 8

Role play

Choose one of these role play cards then make a dialogue based on the situations below. Act it out in a group of three.

ROLE CARD A

You and your close friend congratulate your classmate who gets the best mark on the Drama class.

ROLE CARD B

Your brother wins a free ticket to watch Hillary Duff's concert in Singapore. You and your mother congratulate him.

ROLE CARD C

Your cousin wins the first prize on the Movie Festival. You and your sister congratulate him.

RENCANA PELAKSANAAN PEMBELAJARAN (LESSON PLAN)

School : SMA Berbudi Yogyakarta
Grade/Semester : X/ 2
Subject : English
Text Type : Transactional and Interpersonal
Topic : Expressions of Compliment
Language Skill : Speaking
Time Allotment : 2 x 45 minutes

A. STANDARD OF COMPETENCE

Expressing meanings in transactional and interpersonal conversations in the context of daily life

(Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari)

B. BASIC COMPETENCE

Expressing meanings in formal and non formal transactional (*to get things done*) and interpersonal (*socializing*) conversations in accurate, fluent, and acceptable spoken language in the context of daily life and involving expressions of thanking, **compliment** and congratulation.

(Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (*bersosialisasi*) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, **memuji**, dan mengucapkan selamat)

C. INDICATORS

a. Cognitive

- 1) Identifying the expressions of compliment in conversations carefully
- 2) Saying the expressions of compliment with the correct pronunciation accurately
- 3) Using the expressions of compliment in a semi-guided speaking task in the form of pair work confidently, politely, and honestly
- 4) Using the expressions of compliment with regard to the pictures given in the form of pair work confidently, politely, and honestly
- 5) Using the expressions of compliment in a survey game confidently, politely, and honestly
- 6) Using the expressions of compliment with regard to the situations given in the form of pair work carefully and confidently

b. Psychomotor

- 1) Saying the expressions of compliment with the correct pronunciation accurately

- 2) Performing a semi-guided speaking task in the form of pair work confidently, politely, and honestly
- 3) Performing conversation with the picture cues for practicing the expressions of compliment confidently
- 4) Performing a survey game for practicing the expressions of compliment confidently

c. Affective

- 1) Developing the characters of: a) cooperative, b) confident, e) polite, f) honest, g) careful, and h) caring in the designed speaking activities and tasks
- 2) Developing some other characters that are generated from the selected input text, such as: a) discipline, b) active, c) creative, d) being willing to take risk for learning, and f) obeying rules (obedient)
- 3) Developing communicative competence to survive in social interaction that involves: a) asking and answering questions, b) expressing compliment, and c) communicating in polite manner

D. LEARNING OBJECTIVES

a. Cognitive

- 1) Being given a video and some stimulating questions, the students are capable of brainstorming certain expressions of compliment
- 2) Being given a model by the teacher, the students are able to say the expressions of compliment with the correct pronunciation accurately
- 3) Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to identify the expressions of compliment confidently, politely, and honestly
- 4) Being given a spoken input text in the form of transactional and interpersonal conversations, the students are able to match the expressions of compliment and situation given carefully and confidently
- 5) Being given some picture cues, the students are capable of using the expressions of compliment confidently
- 6) Being given a survey game, the students are able to use the expressions of compliment confidently, politely, and honestly
- 7) Being given some situation cues, the students are able to make a dialogue that contains the expressions of compliment in the form of pair work carefully and confidently

b. Affective

Characters Development

Having been engaged in a learning-oriented process, the students are able to integrate and develop such positive character as cooperative, confident, polite, honest, and caring.

Communicative Competence

Having been engaged in a learning-oriented process, the students are able to integrate and develop such strategic competence for communicating in daily interaction as: a) asking and answering questions, b) expressing compliment, and c) communicating in polite manner

E. LEARNING MATERIALS

A dialogue including expressions of compliment, for example: *Attached (Appendix)*

Expressions of compliment in the dialogue

"I really like your watch."

"Nice"

"Vey nice"

Responding to compliment in the dialogue

"Thank you"

Other Expressions of Compliment

"That's a lovely cake."

"That was a nice lunch."

"You look good in that dress."

"What a lovely garden."

"You're really a good cook."

"You've done a great job."

"You did it very well."

"You're doing great."

"Well done."

"Fantastic!"

Responding to Compliment

"Thank you"

"I'm glad you enjoyed it"

"Thanks. Do you really think so?"

"Thank you very much. It's nice of you to say so."

"I'm glad you like it."

"Thanks a lot,"

Three ways to give a compliment:

1. By saying something nice about the object
2. By asking how the person made it or where it was bought (but not how much it cost)
3. By asking for another look or another serving, if it is food.

In certain case, you may accept the compliment but deny what the person has said to compliment you. Some people do this to appear modest:

Example:

Friend : That was a great dinner. You must have spent all day cooking.

You : Thanks. But it really only took an hour.

F. TEACHING AND LEARNING METHOD: PPP (Presentation, Practice and Production)

G. TEACHING-LEARNING ACTIVITIES

❖ Opening Activities

- 1) Greeting
Teacher greets the students.
- 2) Checking attendance
Teacher checks the students' attendance.
- 3) Preparing class condition
Teacher prepares the class condition.
- 4) Lead in
Teacher gives the students apperception to attract their attention.
 - a. Teacher asks the students about the pictures in the presentation slide.
 - b. Teacher asks them in what occasions they do a kind of compliment.

❖ Main Activities

Presentation

- 1) The students pronounce some words and find the meaning from each word. **Task 1**
- 2) Teacher plays a video that contains a conversation about compliment.
- 3) Teacher asks the students to identify the expressions of compliment from the video. **Task 2**
- 4) Teacher asks the students some questions related to the video. **Task 3**
- 5) Teacher shows other expressions of compliment and explains the usage.
- 6) Teacher pronounces the expressions of compliment and the students repeat after her. **Task 4**

Practice

- 1) Teacher gives task to the students and asks them to find some expressions and responses of compliments from another video. **Task 5**
- 2) Teacher asks the students to give appropriate expressions and responses based on the given pictures. **Task 6**
- 3) Teacher asks the students to match the appropriate expressions and the situations. Then, teacher asks them to say it orally. **Task 7**
- 4) Teacher leads the students to play "Survey" game. **Task 8**

Production

Teacher asks the students to make a group of three and then asks them to make a dialogue based on the situation cards. The students act their dialogues out in front of the class. **Task 9**

❖ Closing Activities

- 1) Summarizing
Teacher and the students summarize the lesson.
- 2) Reflection
Teacher and the students do a reflection.
- 3) Further guidance
Teacher gives the students homework.
- 4) Leave taking
Teacher ends the lesson.

H. LEARNING RESOURCES

- ❖ Laptop, LCD projector and speaker
- ❖ Pictures
- ❖ Video from <http://youtu.be/ajk83JjJWDg> and <http://youtu.be/D2V2Qd5g7qc>
- ❖ Blundell Jon, Higgins Jonathan, and Middlemiss Nigel. 1982. *Function in English*. Hong Kong: Oxford University Press.
- ❖ Dody Achmad, A. Sugeng, and Effendi. 2008. *Developing English Competencies for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- ❖ Priyana Joko, Arnys Rahayu Iriyanti, and Virga Renitasari. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- ❖ Tillitt Bruce, B. Mary Newton. 1985. *Speaking Naturally: Communication Skills in American English*. United States of America: Cambridge University Press.

I. ASSESSMENT

a. Assessment Indicators

Indicator	Type of Activity/ Task	Technique of Task Delivery	Instrument
Identifying the expressions of compliment from the conversation	Fluency & accuracy-based speaking task	Question-answer	Identify the expressions of compliment and how to respond it from the video.
Brainstorming certain expressions of compliment related to the questions given	Fluency & accuracy-based speaking task	Question-answer	Answer the questions orally!
Finding some expressions and response of compliment from another input text	Fluency & accuracy-based speaking task	Discussion	Find some expressions and responses of compliment from this video. Then, say them orally.
Using the expressions of compliment in with regard to the pictures given	Fluency & accuracy-based speaking task	Pair work	Give the most appropriate expressions of compliment based on the given pictures.

Using the expressions of compliment in with regard to the situations given	Fluency & accuracy-based speaking task	Pair work	Match the following expressions into the appropriate situation. Then, say it orally.
While interacting with the whole class to do a survey game, the students take turns expressions of compliment	Fluency & accuracy-based speaking task	Survey game	Teacher asks the students to make a group of three. Students give their friends compliment. The other students respond it. Then, put the information in the table. Students report the result to the class.
Using the expressions of compliment in the conversation in the form of group	Fluency & accuracy-based speaking task	A group of three	Work in group of three. Act out a dialogue based on one of the situation cards. Use the expressions of compliment.

b. Speaking Assessment Rubric

a) Speaking Assessment Rubric

No	Description	Status (Band)	Range of Score
1-4	Speaking fluently with accurate grammar, diction and pronunciation.	Great (5)	86 – 100
	Speaking with occasional hesitations although the hesitations do not interfere with communication, demonstrating correct grammar, vocabulary, and pronunciation.	Good (4)	71 – 85
	Speaking hesitantly because of rephrasing and searching for words, making some grammatical, pronunciation, and vocabulary mistakes.	Okay (3)	56 – 70
	Producing disconnected speech (speaking in single-word utterances and short patterns), making many mistakes of grammar, vocabulary, and pronunciation.	Poor (1-2)	≤55

b) Character Observation Checklist

No	Indicator of Character Development	Qualitative value	Keterangan
1.	Politeness		
	a. Using many politeness expressions (please, thanks, etc.)	Having been internalized	Membudaya Konsisten
	b. Using politeness expressions (please, thanks, etc.) many times	Starting to develop	Mulai Berkembang
	c. Using politeness expressions (please, thanks, etc.) one or two times	Starting to appear	Mulai Terlihat
	d. Never using politeness expressions (please, thanks, etc.)	Not even emerging yet	Belum Terlihat
2.	Cooperative		
	a. Showing the ability and the willingness to cooperate consistently	Having been internalized	Membudaya Konsisten
	b. Showing the willingness to cooperate frequently	Starting to develop	Mulai Berkembang
	c. Showing the symptoms to be willing to cooperate with peers	Starting to appear	Mulai Terlihat
	d. Does not show the symptoms to be willing to cooperate with peers yet	Not even emerging yet	Belum Terlihat
3.	Self confident		
	a. Speaking confidently, managing eye contact to communicate with peers, empowering natural body language naturally	Having been internalized	Membudaya Konsisten
	b. Speaking quite hesitantly, avoiding eye contact when communicating with peers, empowering less natural body language	Starting to develop	Mulai Berkembang
	c. Speaking with frequent hesitation, avoiding eye contact when communicating frequently, empowering less natural body language	Starting to appear	Mulai Terlihat
	d. Speaking in hesitation, failing to utilize eye contact for communication, the use of the body language is not natural at all	Not even emerging yet	Belum Terlihat

c. Speaking Assessment Sheet

No	Name	Status	Score
1	Azis		
2	Adit		
3	Laily		
4	Reni		
5	Aprilia		
6	Rian Fitri		
7	Rian Pramudi		
8	Syahrul		
9	Ferix		

d. Character Observation Sheet

No	Name	Character			Note
		Politeness	Cooperative	Self-confident	
1	Azis				
2	Adit				
3	Laily				
4	Reni				
5	Aprilia				
6	Rian Fitri				
7	Rian. P				
8	Syahrul				
9	Ferix				

Yogyakarta, March , 2012

Approved by,
English teacher

Researcher

Joko Widodo, S. Pd
NIP: 490035914

Erita Budi Pratiwi
NIM: 07202244045



LEAD-IN

Listen and watch a video clip that will be played by your teacher.



TASK 1

Pronounce some words in the table below and find the meaning. You may open your dictionary.

Words	Pronunciation	Meaning
1. compliment	/ˈkɒm.plɪ.mənt/	
2. clinch	/klɪn tʃ/	
3. modest	/ˈmɒd.ɪ.st/	
4. outfit	/ˈaʊt.fɪt/	
5. fashionable	/ˈfæʃ.ə.nə.bl̩/	
6. graduation	/ˌɡrædʒ.ʊ.eɪ.ʃən/	



Conversation transcript from the video

Situation : Jane and Chris are at the office. They are talking about Chris's watch. Jane gives compliment to him.



Chris : Hi, Jane.
 Jane : Hi, Chris. Oh . . . **I really like your watch.**
 Chris : Thanks. My Dad gave it to me as a present.
 Jane : **Nice**
 Chris : It was for 23th birthday on my graduation.
 Anyway, it was a present and my favorite one. I never see the color like that.
 Jane : **Very nice**

TASK 2

Identify the expressions of compliment and how to respond it from the video.

TASK 3

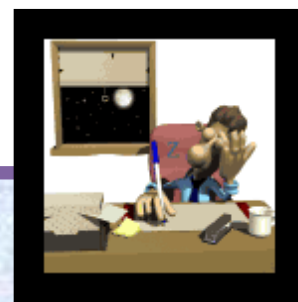
Answer the questions orally!



1. How many persons are there in the video? Who are they?
2. What is the relationship between them?
3. Where do you think the setting of the video?
4. What do you think the conversation is about?
5. What does Jane say when she see Chris's watch in the first time?
6. What does Chris response?
7. How is the story of Chris watch?
8. Does Chris like his watch so much?

TASK 4

Study the explanations below.



EXPRESSIONS OF COMPLIMENT


EXPRESSIONS	RESPONSES
That's a lovely cake.	I'm glad you like it.
That was a nice lunch.	Thank you so much.
You look good in that dress.	Really? Thanks.
What a lovely garden.	Thanks.
You're really a good cook.	Thank you very much. It's nice of you to say so.
You've done a great job.	Thanks a lot.
You did it very well.	Thank you very much for saying so.
You're doing great.	Oh, thanks.
Well done.	Oh, not really.
Fantastic!	Oh, there's nothing to it, actually.


Three ways to give a compliment:

1. By saying something nice about the object
2. By asking how the person made it or where it was bought (but not how much it cost)
3. By asking for another look or another serving, if it is food.

In certain case, you may accept the compliment but deny what the person has said to compliment you. Some people do this to appear modest:

Example:

 Friend : That was a great dinner. You must have spent all day cooking.
 You : Thanks. But it really only took an hour.

 Friend : Wow, this is really a nice place.
 You : Aw, thanks, but it's really nothing great.

TASK 5

Find some expressions and responses of compliments from this video. Then, say them orally.

Situation: The man and the woman are at the office. The man compliments the woman.

Man : Good morning

Woman: Morning

Man : By the way, **I just want to say well done on clinching that deal.**

Woman: Oh, thanks. It wasn't too difficult.

Man : **You're being modest! You did very well.**

Woman: Thank you

Man : **You're a great manager, you know.**

Woman: Do you think so?

Man : Oh... yeah.

Woman: I appreciate that.

(pause)

Man : Have you cut your hair?

Woman: Oh yes, I did actually. Thanks for noticing.

Man : Where did you get it done?

Woman: Oh, just that place on the high street.

Man : **They did a great job and it looks great with the outfit.**

Woman: Do you think so?

Man : Oh yeah. **Very ... Fashionable.**

Woman: Oh, it's just an old thing.

Man : Well. **You've got a great sense of style.**

Woman: Thank you, you too.

Man : Thank you.

(pause)

Man : **Nice perform, too. Is that dream?**

Woman: Well, yes it is, actually.

Man : **You wear it well.**

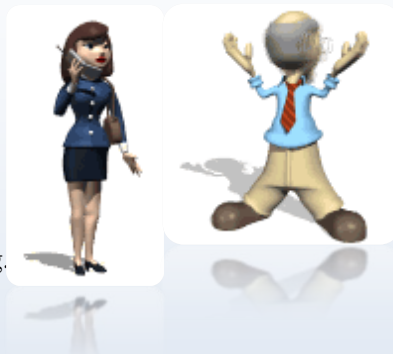
Woman: I'm flattered.

Man : My pleasure

Woman: Listen, do you want something?

Man : No, I'm just being polite. You know.

Woman : Hmmmmm

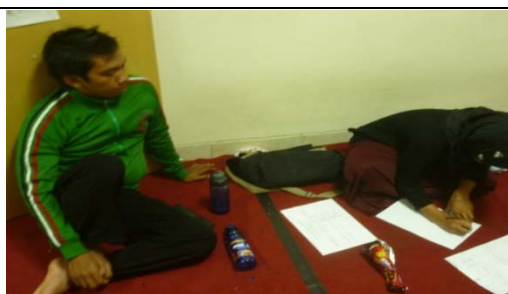


TASK 6

Give the most appropriate expressions of compliment based on the pictures below.



Sasha is seeing Andre. She gives a compliment for his new hair cut.



Danang gives a compliment to Rini who is drawing a nice picture.



Siska is showing to Dini her new shoes. Dini gives a compliment to her.



Dita is complimenting Adam for his new jacket.

TASK 7

Match the following expressions into the appropriate situations. Then, say it orally.

Expressions	Situations
1. What a nice dress!	a. You compliment someone on their appearance.
2. You look great!	b. You say nice thing about your friends' dress.
3. You're looking glamorous.	c. Your colleague is very fashionable and well dress.
4. Fantastic!	d. Your friend has just passed an important exam.
5. Well, Done!	e. You compliment your brother for his new car.
6. Thank you very much for your compliment.	f. You give response to your friend compliment.

TASK 8

Let's play a game.

*"Survey" Game*

Teacher asks the students to make a group of three. Students give their friends compliment. The other students respond it. Then, put the information in the table. Students report the result to the class.

Name of student	Compliment	Respond
1.		
2.		
3.		

TASK 9**Role play**

Work in group of three. Act out a dialogue based on one of the following situations. Use the expressions of compliment.

**SITUATION
CARD A**

Your friend plays the piano well.
What will you and your friend say to him?

**SITUATION
CARD B**

Your friend cooks delicious meal.
What will you and your friend say to her?

**SITUATION
CARD C**

Your friend plays the chess well.
What will you and your friend say to him?

E. OBSERVATION SHEETS

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Videos

Instruction :

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (√) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No : Observation sheet 1
 Cycle : 1
 Meeting : 1
 Day, date : Wednesday, March 7th, 2012

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION
A.	Researcher's Activities			
	1. Opening activities			
	a. The researcher opens the class by greeting and checking students' attendance.	√		There is a student that does not come because he is sick.
	b. The researcher prepares the class condition.	√		
	c. The researcher gives the students apperception to attract their attention and motivation.	√		
	d. The researcher states the learning objective.	√		
	2. Main Activities			
	a. The researcher plays a video that contains a conversation about thanking.	√		
	b. The researcher asks the students to guess and identify the expressions of thanking from the video.	√		
	c. The researcher asks the students some questions related to the video.	√		
	d. The researcher shows other expressions of thanking and the usage in the presentation slide.	√		
	e. The researcher pronounces the expressions of thanking and the	√		

	students repeat after her.			
	f. The researcher gives task to the students and asks them to complete dialogues with relevant expressions. Then the students act dialogues out in pairs.	√		
	g. The researcher asks the students to complete dialogues with expressions in the box and then act them out in pairs	√		
	h. The researcher leads the students to play “ <i>Throw the ball</i> ” game.	√		
	i. The researcher asks the students to make a dialogue based on the given situations. The students act their dialogues out in front of the class.	√		
	3. Closing activities			
	a. The researcher and the students summarize the lesson.	√		
	b. The researcher and the students do a reflection.	√		
	c. The researcher gives the students homework.		√	
	d. The researcher closes the lesson.	√		
B.	Students’ Activities			
	1. The students pay attention to the researcher’s explanation.	√		
	2. The students are active in the class.	√		
	3. The students concentrate to the researcher’s explanation.	√		
	4. The students understand the explanation about the expressions of thanking.	√		
	5. The students are confidence to speak.	√		
	6. The students are able to answer simple question orally.	√		
	7. The students are interested and motivated by the use of video in the teaching and learning process of speaking.	√		
	8. The students are able to pronounce some words correctly.	√		
	9. The students ask the researcher or their friends if they find difficulties.	√		
	10. The students practice their tasks.	√		

Yogyakarta, March 7th, 2012

Observer

Joko Widodo, S.Pd
NIP. 490035914

No : Observation sheet 2
 Cycle : 1
 Meeting : 2
 Day, date : Saturday, March 10th, 2012

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION
A.	Researcher's Activities			
	1. Opening activities			
	a. The researcher opens the class by greeting and checking the students' attendance.	√		
	b. The researcher prepares the class condition.	√		
	c. The researcher gives the students apperception to attract their attention and motivation.	√		
	d. The researcher states the learning objective.	√		
	2. Main Activities			
	a. The researcher plays a video that contains a conversation about congratulation.	√		
	b. The researcher asks the students to guess and find the expressions of congratulation from the video.	√		
	c. The researcher asks the students some questions related to the video.	√		
	d. The researcher shows other expressions of congratulation and the usage in the presentation slide.	√		
	e. The researcher pronounces the expressions of congratulation and the students repeat after her.	√		
	f. The researcher gives task to the students and asks them to complete dialogues with relevant expressions. Then the students act dialogues out in pairs.	√		
	g. The researcher asks the students to give the most appropriate expression and response of congratulation based on the given situation.	√		
	h. The researcher asks the students to complete dialogues with expressions in the box and then performs it with their partner.	√		
	i. The researcher asks the students to	√		

	make a group of three and then make a dialogue based on the given situation. The students act their dialogues out in front of the class.			
	3. Closing activities			
	a. The researcher and the students summarize the lesson.	√		
	b. The researcher and the students do a reflection.	√		
	c. The researcher gives the students homework.		√	
	d. The researcher closes the lesson.	√		
B.	Students' Activities			
	1. The students pay attention to the researcher's explanation.	√		
	2. The students are active in the class.	√		
	3. The students concentrate to the researcher's explanation.	√		
	4. The students understand the explanation about the expressions of congratulation.	√		
	5. The students are confidence to speak.	√		
	6. The students are able to answer simple question orally.	√		
	7. The students are interested and motivated by the use of video in the teaching and learning process of speaking.	√		
	8. The students are able to pronounce some words correctly.	√		
	9. The students ask the researcher or their friends if they find difficulties.	√		
	10. The students practice their tasks.	√		

Yogyakarta, March 10th, 2012
Observer

Joko Widodo, S.Pd
NIP. 490035914

No : Observation sheet 3
 Cycle : 2
 Meeting : 3
 Day, date : Wednesday, March 14th, 2012

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION
A.	Researcher's Activities			
	1. Opening activities			
	a. The researcher opens the class by greeting and checking the students' attendance.	√		
	b. The researcher prepares the class condition.	√		
	c. The researcher gives the students apperception to attract their attention and motivation.	√		
	d. The researcher states the learning objective.	√		
	2. Main Activities			
	a. The researcher plays a video that contains a conversation about compliment.	√		
	b. The researcher asks the students to guess and find the expressions of compliment from the video.	√		
	c. The researcher asks the students some questions related to the video.	√		
	d. The researcher shows other expressions of compliment and the usage in the presentation slide.	√		
	e. The researcher pronounces the expressions of compliment and the students repeat after her.	√		
	f. The researcher gives task to the students. She asks them to find some expressions and responses of compliment from another video.	√		
	g. The researcher asks the students to give appropriate expressions and responses based on the given pictures.	√		
	h. The researcher asks the students to match the appropriate expressions and the given situations. Then, the researcher asks them to say it orally.	√		
	i. The researcher leads the students to play "Survey" game.	√		
	j. The researcher asks the students to	√		

	make a group of three and then asks them to make a dialogue based on the given situation. The students act their dialogues out in front of the class.			
	3. Closing activities			
	a. The researcher and the students summarize the lesson.	√		
	b. The researcher and the students do a reflection.	√		
	c. The researcher gives the students homework.		√	
	d. The researcher closes the lesson.	√		
B.	Students' Activities			
	1. The students pay attention to the researcher's explanation.	√		
	2. The students are active in the class.	√		
	3. The students concentrate to the researcher's explanation.	√		
	4. The students understand the explanation about the expressions of compliment.	√		
	5. The students are confidence to speak.	√		
	6. The students are able to answer simple question orally.	√		
	7. The students are interested and motivated by the use of video in the teaching and learning process of speaking.	√		
	8. The students are able to pronounce some words correctly.	√		
	9. The students ask the researcher or their friends if they find difficulties.	√		
	10. The students practice their tasks.	√		

Yogyakarta, March 14th, 2012
Observer

Joko Widodo, S.Pd
NIP. 490035914

G. STUDENTS' ATTENDANCES

STUDENTS' ATTENDANCES

No	Name	Meeting/ Date						
		S...	Pre- test	Action 1	Action 2	Progress -test	Action 3	Post- test
			3/3/12	7/3/12	10/3/12	14/3/12	17/3/12	21/3/12
1	Abdurrahman Azis	S1	V	V	V	V	V	V
2	Aprilian Sukarni	S2	V	V	V	V	V	V
3	Laily Rahmawati	S3	V	V	V	V	V	V
4	Muhammad Ferix	S4	V	s	V	V	V	V
5	Nur Aditya K.P	S5	V	V	V	V	V	V
6	Nur Tias Eka A.	S6	V	V	V	V	V	V
7	Rian Fitriansyah	S7	V	V	V	V	V	V
8	Ryan Pramudi	S8	V	V	V	V	V	V
9	Syahrul Mustaqim	S9	V	V	V	V	V	V
			Nihil	sakit: 1	Nihil	Nihil	Nihil	Nihil

W. STUDENTS' SCORES

STUDENTS' SCORES

No	Name	Score		
		Pre-test	Progress-test	Post-test
1	Azis	75	80	83
2	Adit	70	75	80
3	Laily	69	75	78
4	Reni	68	73	75
5	April	58	70	72
6	Rian Fitri	58	69	70
7	Rian Pramudi (Raiyen)	60	70	72
8	Syahrul	59	69	71
9	Ferix	65	72	75
Sum		582	653	676
Mean		64.60 %	72.50 %	75.10 %

Formula:

Students' score = $\frac{\text{Score from observer} + \text{Score from researcher}}{2}$

I. QUESTIONNAIRE

QUESTIONNAIRE

Nama :

No :

Kelas :

Berilah tanda (V) pada kolom yang telah disediakan berdasarkan pernyataan-pernyataan di bawah ini.

No	Data	Sangat suka (4)	Suka (3)	Cukup suka (2)	Kurang suka (1)
1.	Siswa menyukai pelajaran bahasa Inggris.				
2.	Siswa menunjukkan motivasi yang tinggi untuk belajar dan berbicara dalam bahasa Inggris.				
3.	Kelas speaking (berbicara) dalam bahasa Inggris merupakan kegiatan yang menarik dan menyenangkan bagi siswa.				
4.	Siswa merasa memiliki kemampuan berbicara dalam bahasa Inggris sangatlah penting.				
5.	Siswa mampu menggunakan bahasa Inggris dalam kehidupan sehari-hari.				
6.	Siswa sering berbicara dalam bahasa Inggris di dalam maupun luar kelas.				
7.	Siswa sangatlah antusias mengikuti kelas berbicara.				
8.	Siswa berpartisipasi aktif di kelas berbicara.				
9.	Guru selalu memberikan kesempatan kepada siswa untuk praktek berbicara dalam bahasa Inggris.				
10.	Guru menggunakan teknik yang bervariasi dalam mengajar speaking.				
11.	Siswa sangat familiar dan menggunakan bahasa Inggris ketika pembelajaran di kelas (classroom English).				
12.	Tugas-tugas yang diberikan guru selalu disusun dengan baik dan sangatlah menarik untuk siswa.				
13.	Guru memberikan tema suatu materi				

	yang berhubungan dengan kesukaan atau hobi siswa.				
14.	Siswa mampu menggunakan beberapa ungkapan-ungkapan dalam bahasa Inggris ketika praktek berbicara.				
15.	Guru menggunakan media yang cukup ketika mengajar speaking.				
16.	Siswa menyukai penggunaan video sebagai media pembelajaran bahasa Inggris.				
17.	Siswa merasa penggunaan media dalam pembelajaran speaking sangatlah penting.				
18.	Siswa menunjukkan motivasi yang tinggi untuk belajar dan berbicara dalam bahasa Inggris yang menggunakan media pembelajaran berupa video.				
19.	Penggunaan video dalam pembelajaran bahasa Inggris sangatlah menarik dan menyenangkan bagi siswa.				
20.	Siswa berpartisipasi aktif mengikuti pembelajaran bahasa Inggris menggunakan media pembelajaran berupa video.				
21.	Siswa menunjukkan peningkatan kemampuan berbicara ketika menggunakan video dalam pembelajaran bahasa Inggris.				
22.	Video mampu memberikan gambaran situasi dan memberikan pemahaman yang lebih bagi siswa.				
23.	Siswa dapat melihat dan mendengarkan secara langsung pembicaraan (conversation) dalam bahasa Inggris menggunakan video.				
24.	Siswa dapat mengetahui bagaimana mengucapkan kata dan mengekspresikannya melalui video.				
25.	Siswa mampu belajar kebudayaan Negara lain yang berupa makanan, pakaian dan sebagainya melalui video dalam pembelajaran bahasa Inggris.				

Nama :

Kelas :

Jawablah pertanyaan-pertanyaan di bawah ini!

1. Apakah anda menyukai pelajaran bahasa Inggris? Mengapa?

Jawab:

2. Menurut anda apakah *speaking* (berbicara) dalam bahasa Inggris merupakan kegiatan yang menyenangkan dan sangat mudah? Jelaskan!

Jawab:

3. Menurut anda, pentingkah memiliki kemampuan berbicara dalam bahasa Inggris? Berikan alasan!

Jawab:

4. Seberapa besarkah kemampuan anda untuk berbicara dalam bahasa Inggris? Jelaskan!

Jawab:

5. Seberapa seringkah anda berbicara dalam bahasa Inggris? Jelaskan!

Jawab:

6. Bagaimanakah partisipasi atau antusias anda dalam kelas berbicara (*speaking*)?

Jawab:

7. Seberapa seringkah anda merasa takut salah untuk berbicara dalam bahasa Inggris yang disebabkan karena tidak tau arti?

Jawab:

8. Seberapa seringkah anda merasa takut salah untuk berbicara yang disebabkan karena tidak tau bagaimana cara mengucapkan kata dalam bahasa Inggris dengan benar?

Jawab:

9. Seberapa seringkah guru memberikan kesempatan anda untuk praktek berbicara (monolog ataupun dialog) dalam pembelajaran bahasa Inggris?

Jawab:

10. Seberapa banyakkah ungkapan-ungkapan yang anda gunakan ketika berbicara dalam bahasa Inggris?

Jawab:

11. Kesulitan-kesulitan apa saja yang menjadi hambatan dalam belajar bahasa Inggris? Jelaskan!

Jawab:

12. Menurut anda, apakah kelas berbicara sudah meningkatkan kemampuan berbicara anda?

Jawab:

13. Apakah guru sering memberikan aktifitas-aktifitas yang menarik seperti *games*, *discussion*, *simulation* ataupun *role play*?

Jawab:

14. Apakah anda mengalami kesulitan dalam *pronunciation* (pengucapan) kata dalam bahasa Inggris?

Jawab:

15. Apakah guru menggunakan media yang cukup dalam pembelajaran bahasa Inggris?

Jawab:

16. Apakah anda suka pembelajaran bahasa Inggris yang menggunakan media?

Jawab:

17. Menurut anda, apakah penting penggunaan media dalam pembelajaran bahasa Inggris?

Jawab:

18. Seberapa termotivasikah anda untuk mengikuti kelas berbicara yang menggunakan media dalam pembelajaran bahasa Inggris?

Jawab:

19. Menurut pendapat anda, apakah penggunaan media dalam kelas *speaking* (berbicara) mampu meningkatkan kemampuan berbicara anda?

Jawab:

20. Menurut anda, apakah pembelajaran bahasa Inggris yang menggunakan video sebagai media pembelajaran sangatlah menarik untuk anda? Mengapa?

Jawab:

21. Menurut pendapat anda, apakah penggunaan media mampu menambah vocabularies (perbendaharaan kata) dalam bahasa Inggris?

Jawab:

22. Menurut anda, apakah manfaat penggunaan video dalam pembelajaran bahasa Inggris?

Jawab:

23. Menurut pendapat anda, apakah penggunaan video dalam pembelajaran bahasa Inggris mampu membantu pemahaman anda dalam belajar bahasa Inggris?

Jawab:

24. Menurut anda seberapa berperankah video dalam peningkatan motivasi dan partisipasi anda dalam belajar bahasa Inggris?

Jawab:

25. Menurut pendapat anda, apakah penggunaan video sebagai media pembelajaran dan aktivitas-aktivitas pembelajaran yang mendukung dapat meningkatkan kemampuan berbicara anda?

Jelaskan!

Jawab:

J. PHOTOGRAPHS



The students are studying in multimedia class SMA Berbudi Yogyakarta.



The students pay attention on the video which is displayed on the LCD.



The students participate enthusiastically in the game.



The students discuss the task in pairs.



A student answers the researcher's question by rising his hand.



The students practice their dialogue in front of the class.



The researcher helps the students on discussing the task.



Situation after the students present their role play performance.



The students are discussing the material that being taught.

K. PERMIT LETTERS